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Center, Park Ridge, Ill.

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ABSTRACT

Reported are the results of an inservice diagnostic demonstration center for children with learning problems. Information is provided on testing materials, referral interviews, a survey of reading disabilities, an instructional materials listing, a professional bibliography, descriptions of remediation material, and a parent survey. Also included are games, toys, and puzzles for children with learning difficulties, diagnostic evaluation forms, and various physiological, psychological, and educational diagnostic procedures. Volume III providing staff reports is available as EC 006 137. (JM)

Thomas V. Telder
Director

33 South Prospect Avenue
Park Ridge, Illinois 60068
Telephone: 692-4222

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INTRODUCTION

An in-service demonstration center referred to as the Child Study Center has been developed within the school districts of Maine Township: (1) to increase the classroom teacher's awareness of the learning process and the various difficulties that may interfere with it; (2) to help the classroom teacher to identify children with learning problems within the classroom; (3) to train teachers to develop and use remedial teaching techniques with children with learning problems; (4) to train teachers to develop and use compensatory learning techniques with children with learning problems; (5) to create new curriculum ideas and instructional materials that can be built practically into the normal curriculum for children with minor learning difficulties; (6) to establish the Child Study Center as a learning resource center for instructional materials.

Based on these objectives a collection of instructional and diagnostic material was developed by the Maine Township Diagnostic and Remedial Learning Center as an aid to educators in their work with children experiencing difficulty in learning.

We welcome your comments and suggestions on the material contained herein.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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2006136F

CENTER INSTRUCTIONAL MATERIAL

MAINE TOWNSHIP
DIAGNOSTIC AND REMEDIAL LEARNING CENTER
33 South Prospect Avenue
Park Ridge, Illinois

TESTING MATERIALS

DESCRIPTION	COST
Academic Therapy Publications	
1539 Fourth Street	
<u>San Rafael, California 94901</u>	
Teaching Through Sensory Motor Experiences	- \$ 3.85
Screening Test for Auditory Perception Manual	- 5.00
Scoring Template	- .50
Student Answer Forms	- 3.75
American Guidance Service	
Publishers Bldg.	
<u>Circle Pines, Minn. 55014</u>	
Complete Kit - Peabody Language Development Level P-	125.00
Complete Kit - Peabody Language Development Level 1-	52.00
Complete Kit - Peabody Language Development Level 2-	65.00
Complete Kit - Peabody Language Development Level 3-	50.00
First Grade Screening Tests (pkg.25)	- 4.50
Manual for Administering and Scoring Test (Grade 1)-	2.00
Examiner's Kit - Peabody Picture Vocabulary Test	- 5.00
Test Blanks for Peabody Picture Vocabulary Test	- 2.00
Examiner's Kit - Vineland Social Maturity Scale	- 10.00
Peabody Test Forms - Form A (pkg.50)	- 3.00
Peabody Test Forms - Form B (pkg.50)	- 3.00
Chronological Age Computer	- 1.00
Behavioral Research Labs.	
Box 665	
<u>Palo Alto, California 94302</u>	
Set Textbooks Series I-IV	- 17.88
Teacher's Manual Series I-IV	- .99
Test Booklets Series I-III	- .49
High Interest Readers Speciman Kit 1A-12A	- 7.92
High Interest Readers Speciman Kit 1B-12B	- 7.92
Placement Tests	- .49
Speciman Kit 1A-8A	- 7.92
Speciman Kit 1B-8B	- 7.92
Series I Textbooks 1-4	- 5.96
Series I Teachers Manuals	- .99
Series I Test Booklets	- .49
Series I Textbooks 5-8	- 5.96

DESCRIPTION	COST
Teachers Manual	- \$.99
Placement Exam	- .49
Set III Textbooks 9-12	- 5.96
Set IV Textbooks 13-16	- 5.96
Set III Teachers Manual	- .99
Set IV Teachers Manual	- .99
Set III Test Booklets	- .49
Set IV Test Booklets	- .49
Bobbs-Merrill, Test Div.	
1720 E. 38th St.	
<u>Indianapolis, Ind.</u>	
Student Answer Form for Detroit Tests of Learning Aptitudes	- 4.90
Detroit Test Manual	- 4.00
Detroit Test Student Booklet	- 4.00
Examiners Booklets of Gray Oral Reading Tests Form A (pkg. 35)	- 3.20
Student Forms for Answers of Gray Oral Form A	- 3.00
Examiners Booklets of Gray Oral Reading Tests Form B	- 3.20
Gray Oral Reading Tests Reading Passages Form B	- 1.60
Student Forms for Gray Oral Form B	- 3.00
California Test Bureau	
Del Monte Research Park	
<u>Monterey, Calif.</u>	
Set Diagnostic Reading Scales	- 1.75
Committee on Diagnostic Reading Tests	
<u>Mountain Home, North Carolina 28758</u>	
Survey Test Form A Booklets College	- .25
Survey Tests Form B Booklets College	- .25
Answer Sheets Form A	- .04
Answer Sheets Form B	- .04
Directions for Forms A and B	- .25
Survey Tests Form A Booklets 7-College	- .25
Survey Tests Form B Booklets 7-College	- .25
Directions for Forms A & B	- .25
Answer Sheets Form A	- .04
Answer Sheets Form B	- .04

DESCRIPTION	COST
Diagnostic Tests:	
Vocabulary A 7-College	- \$.15
Vocabulary B 7-College	- .15
Answer Sheets Vocabulary A	- .04
Answer Sheets Vocabulary B	- .04
Comprehension Form A	- .25
Comprehension Form B	- .25
Answer Sheets Form A	- .04
Answer Sheets Form B	- .04
Comprehension Form A	- .25
Comprehension Form B	- .25
Answer Sheets Form A	- .04
Answer Sheets Form B	- .04
Rates Form A	- .15
Rates Form B	- .15
Answer Sheets Form A	- .04
Answer Sheets Form B	- .04
Directions for Diagnostic Tests	- .25
Diagnostic Test Norms	- .50
Diagnostic Test Interpretation & Reading	- 1.00
Consulting Psychologist Press	
577 College Ave.	
<u>Palo Alto, Calif. 94306</u>	
Forms A & B - Embedded Figures Test	- 3.50
Stylus and Instructions	- 1.25
Recording Sheets of 50	- 2.25
Supplemental Profiles for WISC (pkg. 50)	- 2.50
Speciman Set School Readiness Survey	- .75
Scoring Supplement for WISC	- 2.00
Jesness Inventory Test Booklets (pkg. 25)	- 4.00
Jesness Answer Sheets (pkg. 50)	- 4.00
Jesness Handscoring Stencil	- 1.75
Jesness Manual	- 2.00
California Q. Sort Deck and Manual	- 8.75
Q. Sort Recording Forms (pkg. 25)	- 1.75
School Inventory Speciman Set	- .50
Wrenn Study Habits Inventory Speciman Set	- .50
Firo-B Speciman Set	- 3.50
Adjective Check List Manual	- 2.50
Adjective Check List Profiles (pkg. 25)	- 1.25
Adjective Check Lists (pkg. 25)	- 2.75
Adjective Check List Answer Sheet	- 4.75

DESCRIPTION	COST
Cooperative Test Div. Educational Testing Service Box 999 <u>Princeton, New Jersey 08540</u>	
Coop. English Test, Reading Comprehension (pkg. 20) -	\$ 5.00
Answer Sheets IBM 805, Coop. English Test -	2.50
Scoring Stencils -	1.00
List of Correct Answers -	n/c
Manual for Interpreting Scores, Coop. English Test -	1.00
STEP Tests, Social Studies Form 2A (pkg. 20) -	5.00
STEP Test Answer Sheets IBM 805 for Social Studies Test -	2.50
Scoring Stencils -	1.00
List of Correct Answers for STEP Social Studies Test -	n/c
Manual for STEP Social Studies Test -	1.00
Listening - Directions for Administering & Scoring STEP Tests for Form 2A -	1.00
Listening - Directions for Administering & Scoring STEP Tests for Form 3A -	1.00
Educators Publishing Service 75 Moulton Street <u>Cambridge, Mass. 02138</u>	
Slingerland Screening Tests - Grades 1 & beg. 2 -	2.40
Slingerland Screening Tests - Grades 1 & 2 -	2.40
Slingerland Screening Tests - Grades 2 & beg. 3 -	2.40
Slingerland Screening Tests - Grades 2 & 3 -	2.40
Slingerland Screening Tests - Grades 3 & beg. 4 -	2.40
Slingerland Screening Tests - Grades 3 & 4 -	2.40
Cards & Charts for Above Teachers Manual -	2.00
Teachers Manual -	1.00
#227 Speciman Set Screening Tests for Identifying Children with Specific Language Disabilities -	1.25

DESCRIPTION	COST
Essay Press	
Box 5, Planetarium Station	
<u>New York, N. Y. 10024</u>	
Diagnostic Reading Test of Word Analysis Skills Form I	- \$ 3.00
Diagnostic Reading Test of Word Analysis Skills Form II	- 3.00
Speciman Set of Auditory Blending Test	- .75
Auditory Blending Test	- 3.00
Field Educational Publishers, Inc.	
117 E. Palatine Rd.	
<u>Palatine, Ill. 60067</u>	
Answer Wheel Pads for Cyclo-Teacher (150 sheets per pad)	- \$ 2.49
Follett Publishing Company	
P.O. Box 5705	
<u>Chicago, Ill. 60680</u>	
Frostig Test Administration & Examiners Kit #3570	- 10.50
Test Booklets #3578	- 11.25
Frostig Test - Developmental Test of Visual Perception (pkg. 100)	- 28.88
Teachers Guide for Frostig Program for Development of Visual Perception	- 3.30
Examiners Kit with Battery A & B	- 3.00
Standardized Frostig Test Administration and Scoring Manual	- 2.25
Standardized Frostig Test Scoring Keys (plastic) #3574	- .50
Standardized Frostig Test Demonstration Cards (cardboard) #3575	- 1.50
Botel Test Administration & Examiners Kit #0885	- 3.00
Botel Word Recognition Test & Scoring Sheets #0862 (pkg. 35)	- 1.38
Botel Word Opposites #0863 (Reading) (pkg. 35)	- 1.38
Botel Word Opposites #0864 (Listening) (pkg. 35)	- 1.38
Botel Phonics Answer Sheet & Answer Key (pkg. 35)	- 1.38

DESCRIPTION	COST
Harcourt Brace & World, Inc.	
7555 Caldwell Ave.	
<u>Chicago, Illinois 60648</u>	
Durrell Diagnostic Tests	- \$ 6.50
Durrell Analysis of Reading Difference Forms	- 2.00
Childrens' Drawings as Measures of Intellectual	
Maturity by Dale Harris	- 9.95
Examiner's Kits (Cards, Manual, Test Booklet)	- 4.50
Harper & Row Publishers, Inc.	
2500 Crawford Ave.	
<u>Evanston, Illinois 60201</u>	
Speciman Set School Readiness Test (Ilg & Ames)	- 10.00
Houghton Mifflin Co.	
1900 S. Batavia Ave.	
<u>Geneva, Illinois</u>	
Complete Speciman Set of Stanford-Binet (L-M)	- 30.00
Monroe Reading Aptitude Test Booklets (pkg.	
includes 35 consumable test booklets, 1 manual,	
1 percentile Chart, 1 Class Analysis Record,	
1 Suggestions for Special Classes #9-72200)	- 3.90
Demonstration Cards for Monroe Reading Aptitude	
Test Booklets	- 1.80
Johns Hopkins Press	
<u>Baltimore, Maryland 30319</u>	
Road Map Test of Directional Sense	- 10.00
Journal of Clinical Psychology	
5 Pearl St.	
<u>Brandon, Vermont</u>	
Minnesota Percepto-Diagnostic Test	- 15.00
Language Research Associates	
300 No. State St.	
<u>Chicago, Illinois 60610</u>	
Wepman Auditory Discrimination Test Form I	- 5.00
Wepman Auditory Discrimination Test Form II	- 5.00
Speciman Set Form I	- .50
Speciman Set Form II	- .50
Manual Wepman Aud. Disc. Test Form I	- .25
Manual Wepman Aud. Disc. Test Form II	- .25

DESCRIPTIONS	COST
<u>LeCompte & Associates</u> <u>205 West Harrison Street</u> <u>Oak Park, Illinois 60304</u>	
EDL Auditory Readiness (15 records)	- \$ 18.00
<u>Lions Club International</u> <u>P.O. Box 1045</u> <u>Winter Haven, Florida 33881</u>	
Teacher's Basic Perceptual Testing and Training Kit	- 14.00
<u>Lyons & Carnahan</u> <u>2500 Prairie Avenue</u> <u>Chicago, Illinois 60616</u>	
Developmental Reading Tests Bond Clymer Hoyt & Examiner's Manual	- 5.00
<u>Meeting Street School</u> <u>333 Grotto Avenue</u> <u>Providence, Rhode Island 02906</u>	
Manual for Meeting Street School Screening Test	- 10.00
Record form for above	- 4.50
<u>Charles E. Merrill Books, Inc.</u> <u>1300 Alum Creek Drive</u> <u>Columbus, Ohio 43216</u>	
Examiner's Kit of Perceptual Rating Survey	- 10.00
<u>Mills Center, Inc.</u> <u>1512 E. Borward Blvd.</u> <u>Ft. Lauderdale, Florida</u>	
Mill's Learning Methods Tests	- 6.00
<u>Personnel Press, Inc.</u> <u>20 Nassau St.</u> <u>Princeton, New Jersey 08540</u>	
McCullough Word Analysis Tests	- 4.92
<u>Press of Western Reserve University</u> <u>Cleveland, Ohio</u>	
Examiner's Kit Rorscharch Test	- 15.00

Psychological Corp.

304 E. 45th Street

New York, New York 10017

Wide Range Test Blanks	- \$ 3.75
Wide Range Manual	- 2.60
WPPSI Record Forms	- 2.50
Mooney Checklist J 4E035	- 7.80
Mooney Checklist H 4E059	- 2.20
Wechsler Memory Scale	- 1.25
Harris Tests of Lateral Dominance Speciman Set	- 1.25
Benton Revised Visual Retention Test	- 5.50
Mooney Problem Checklist Form J	- 2.20
Kent Emergency Scales 6N020	- 2.80
Kent Emergency Scales 6N044	- 2.80
Kent Emergency Scales 6N068	- 2.80
Manual 6N408 for Kent Emergency Scales	- .75
Manual & Scoring Key 4K404	- .60
Answer Sheets 4K210	- 2.30
W-B II Set 6L010	- 21.50
WPPSI Set 6R014	- 26.00
Reusable Booklets Minnesota Teacher Attitude Inventory 4E026	- 3.50
Minnesota Vocational Interest Inventory Manual	- 1.00
Reusable Booklets for above	- .40
Answer Sheets for above	- 4.50
Profile Forms for above	- 2.00
Hand-scoring Keys for above	- 7.00
Monograph Bender Gestalt 8G403	- 5.15
Design Cards and Directions 8G025	- 1.20
WISC 6P224	- 8.80
WISC Set with manual, mazes & 25 record forms 6P016	- 25.00
Bender Gestalt Test for Young Children 9V671	- 6.90
Bene-Anthony Family Relations Test	- 10.00

Psychological Tests Specialists

Box 1441

Missoula, Montana

Memory for Designs Tests	- 6.00
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Remediation Associates

Box 318

Linden, New Jersey 07036

Educational Interpretation of WISC	- 2.25
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Science Research Associates
994 Greenbriar Ave.
Des Plaines, Illinois

Michigan Picture Test #7-2145 - \$ 9.00

STS Youth Inventory
480 Meyer Rd.
Bensonville, Illinois 60106

Tests - .15

Teachers College Press
Teachers College, Columbia University
New York, New York 10027

Gates MacGinitie Reading Tests:

Primary A, Form 1	-	2.50
Primary B, Form 1	-	2.50
Primary C, Form 1	-	2.50
Primary CS, Form 1	-	1.75
Survey D, Form 1 (hand-scored edition)	-	2.75
Survey E, Form 1 (hand-scored edition)	-	2.75
Survey E, Form 1M (Machine-scorable edition)	-	2.75
Primary A, Form 2	-	2.50
Primary B, Form 2	-	2.50
Primary C, Form 2	-	2.50
Primary CS, Form 2 (hand-scored edition)	-	1.75
Survey D, Form 2 (hand-scored edition)	-	2.75
Survey E, Form 2 (hand-scored edition)	-	2.75

University of British Columbia
Faculty of Education
Vancouver 8, British Columbia

Q-sort of Behavior Adjustment - 10.00

University of Florida
Gainesville, Florida

Spache Diagnostic Reading Scales - 5.00

University of Illinois Press
Urbana, Illinois

Illinois Test of Psycholinguistic Abilities - 35.00

Western Psychological Services

Box 775

Beverly Hills, California 90213

Hooper Visual Organizational Test	- \$ 17.50
Babcock Mental Efficiency Test	- 14.00
CPQ Test Booklets Form A IP-2A	- 20.00
Profile Sheets Form A IP-2B	- 3.00
Childrens' Personality Questionnaire IP-2 Kit	- 13.00
Picture Story Language Test G-5	- 16.00
Record Blanks G-56 for above	- 6.50
Picture World Test Kit W-51	- 17.50
Child Behavior Rating Scale W-37	- 7.00
Bender Visual-Gestalt AM-16	- 2.50
H-T-P Technique: Revised Manual W-301	- 12.50
Children Apperception Test C-4	- 12.50
Time Appreciation Test W-10	- 5.50
Thematic Apperception Test H-1A	- 11.50

MAINE TOWNSHIP
DIAGNOSTIC LEARNING CENTERS
33 South Prospect Ave.
Park Ridge, Ill.

WAYS IN WHICH WE LEARN

AUDITORY SKILLS

A. Discrimination


1. Difference between pat-pack, tin-pin, thimble-symbol.
2. Intonations in speech - memory of the spoken word-
goin - going.
3. Auditory acuity - rule out physical disability.

B. Memory - pure rate recall

C. Comphrension

1. Logical sequence in language-sentence structure
2. Vocabulary - multiple meaning of words - lap -plot-spring
3. Understanding directions

Draw a line on top of road - - - - -

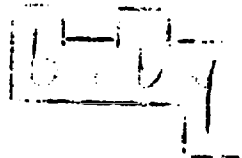
Drop y add ies: 

4. Understanding figurative language - "He cut her dead"
5. Confusion - input - information is taken in piece meal -
output - lack of total comprehension

Visual Skills

A. Discrimination

1. Recognizing sameness and differences b - p - d bpd -
reversals - directionality
2. Shapes of letters - Configuration



3. Inability to see parts of words

play/ing	lunch/time
glad/ness	No/vem/ber

4. Word by word reading - no recognition of "stopping a sentence" grammar structure - no periods

B. Interpretation

1. Seeing whole concept
2. Child picks out non-essential detail -cannot infer - generalize - abstract
3. Foreground- background difficulty

Auditory - Visual Association

A. Necessary for reading

1. Auditory and visual skills
2. Comprehension

B. Experience background - auditory (hear the word)
visual - see symbol (letter - word - phrase - sentence)
Associate experience to symbol

Non-Verbal Skills

- A. Sense of time - ability to approximate (what is 3 minutes?)
- B. Space - what relationship of own body to space around him?
- C. Clumsy in movement - doesn't move smoothly - lack of coordination.
 1. Handwriting
 2. Arts and Crafts
- D. Social perception
 1. Inappropriate behavior
 2. No inferential comprehension
 3. Incorrect concepts
 4. Gets no meaning from clues

Name _____ Gr. _____

MAINE TOWNSHIP
DIAGNOSTIC AND REMEDIAL LEARNING CENTERS
33 South Prospect, Park Ridge, Illinois

REFERRAL INTERVIEW

Activity and Behavior of Child Comments

1. Does he have a realistic appraisal of himself?-- Is he confident?
2. Is the child hyperactive?-- moving about constantly or part of body is constantly in motion.
3. Is he impulsive?--cannot resist touching objects or people; strikes out in anger without thinking; acts or speaks out of turn.
4. Is he highly distractible?-- very small things pull his attention away from what he should be doing.
5. Is he easily frustrated or erratic in behavior?--some days good, some bad.
6. Is he quiet and withdrawn?

Relationships

7. Does he overreact emotionally?--shows catastrophic reactions to minor stress situations (temper tantrums, outbursts, etc.)
8. Does he have a poor attitude toward school?
9. Does he have difficulty working in a group situation?

Relationships (cont.)

Comments

10. Is he liked and accepted by his peers?
11. Is he liked and accepted by adults?

Visual Skills

12. Can he follow written directions; does he have difficulty remembering what he sees--visual memory.
13. Does he show difficulty in form discrimination?--being unable to tell a circle from a square or oval; an "a" from an "e".
14. Does he have figure-ground problems?--selecting a particular word from a page; separating foreground from background.
15. Does he have problems with form constancy?--such as he can recognize "a" in a book but not on the chalkboard.
16. Does he have problems with the rotation and reversal of forms? --frustration appears when trying to differentiate "b" and "d"; "s" and "z"; "p" and "q"; etc.

Auditory Skills

17. Can he follow oral directions; does he have difficulty remembering what he hears--auditory memory.

Auditory Skills (cont.)

Comments

18. Is he unable to focus on what is being taught, paying attention to many things at once and giving nothing his full attention?
19. Does he have good auditory discrimination?--can he perceive the differences in similar but different sounds; recognize the same sound as being the same.

Motor Skills Associated Learning

20. Does he seem to learn better through the tactile or kinesthetic channels?--touching, tracing, doing.
21. Does he have difficulty with eye-hand coordination?--awkward handling pencil or scissors, poor handwriting, etc.
22. Does he make mistakes when copying material, etc.?
23. Is he clumsy and awkward; is his gross motor coordination poor?--skipping, hopping, jumping rope, riding a bike, etc.
24. Does he have a very poor sense of spatial relations?--poor judgment of distance and size of things in space.
25. Is he aware of the parts of his body and their relative positions; does he have good sense of rhythm?

Motor Skills Associated Learning (cont.)

Comments

26. Does he show difficulties in left to right orientation?

General Learning

27. Is his thinking organized; can he reason and generalize or give you the main theme of material he has read?
28. Does his efficiency and command of skills vary from day to day?--He doesn't know today what he knew perfectly yesterday, but he may know it again tomorrow.
29. Is there a discrepancy between the expected and actual achievement in read, spoken, or written language?
30. Does he appear to know the answers but can't get them down on paper--poor written expression?
31. Does he have difficulty expressing himself?--finding the right word;--does his general language development show a lag?
32. Is he a very poor reader, but good in other subjects?
33. Does he grasp the concepts of time and measurement?
34. Does he have difficulty with sound-letter relationships?--knowing that certain letters have certain sounds and associating these with each other.

General Learning (cont.)

Comments

--Does he omit vowels from syllables or letters from words?

35. Does he have difficulty sequencing?--seeing patterns of what comes first, what next; the continuity of events.
36. Can he integrate and categorize the knowledge which he receives through the various senses?
37. Does he persevere?--continue along a thought tract after the subject has changed; continue an act after it is no longer appropriate.

DRLC Staff Member_____

Classroom Teacher_____

REMEDIAL CENTER REFERRAL FORM

MAINE TOWNSHIP
DIAGNOSTIC & REMEDIAL LEARNING CENTER
Park Ridge, Illinois

Date _____

Student's Name _____ Male _____
Female _____

School _____ Grade _____ District # _____

Has the Student Been Seen For: Psychological Examination _____
Speech and Hearing _____
Social Work Services _____
Others _____

Reason for Referral:

Parents Contacted: Yes _____ No _____

How? _____

Referring Agent's Signature Position

Principal's Approval

**** Child's cumulative folder should accompany referral.**

Please Complete in Triplicate.

**Copies to: Diagnostic Center
Remedial Center
Principal's Office**

MAINE TOWNSHIP
DIAGNOSTIC AND REMEDIAL LEARNING CENTER
33 South Prospect Avenue
Park Ridge, Illinois

SURVEY OF READING DISABILITIES, THEIR DISCOVERIES,
AND SUGGESTIONS FOR IMPROVEMENT

<u>Disability</u>	<u>Discovery</u>	<u>Remedial Suggestions</u>
1. Slowness in word recognition	Attacks each word in oral reading as if he had never seen it before	<ul style="list-style-type: none">*Needs to learn Dolch words for faster recognition.*To increase speed, use flash cards or various kinds of tachistoscopes.*Phrase practice in very short words.*Read to find answer to given questions.*Use pictures and sound and picture charts.*Use sight vocabulary from material at his level in the above exercises.
2. Unmastered sight vocabulary	Guesses at words, cannot give meaning to simple sentences.	<ul style="list-style-type: none">*Use the above technique as for "slowness in word recognition."
3. Very limited meaning vocabulary	Doesn't get meaning from silent reading exercises, in oral reading, fails to put proper emphasis on important words, mispronounces words. Cannot get meaning from context. Fails to group words in phrases.	<ul style="list-style-type: none">*Improve background experience.*Use word games and individualized drill.*Interpret pictures, use films, filmstrips and original drawings.*Give attention to vocabulary before reading.*Get him interested in building up a vocabulary notebook or a alphabetized card file, including pictures and definitions.

<u>Disability</u>	<u>Discovery</u>	<u>Remedial Suggestions</u>
4. Sound out too many words	Uses lip movements in silent reading. Studies each word in oral reading.	*Read with fingers on lips. Check sight vocabulary. *Use easier material. *Phrase practice.
5. Poor phonetic analysis	Does not see any difference between the consonants and the vowels. Does not try to analyze unknown words.	*Learn the rules described below inductively. *Always apply information learned to sequential material. *Start building auditory acuity and the transfer of visual symbols.
a. Beginnings and endings of words		*Check reversal tendencies, especially, if the subject misses many beginning sounds. These cases usually build auditory & visual knowledge of short vowel sounds - one at a time. When two are learned, then practice with mixed exercises and continue as others are added. *Pictures used to illustrate word endings and beginnings, based upon phonics. EX: picture of church- <u>ch</u> ; People walking - <u>ing</u> .
b. Middle of word	Errors in pronunciation showing lack of knowledge of vowels	*Train in auditory and visual acuity to see similarities and differences in middle vowels, such as man-men, bill-bell, hat-hot, etc.

<u>Disability</u>	<u>Discovery</u>	<u>Remedial Suggestions</u>
c. Fails to discriminate between long and short vowels.	This is easily detected in oral reading.	<p>*Must learn rules for short and long vowels. Make a list that can be changed from a short vowel to a long vowel. This also teaches the final "e" rule. For instance; tam, tame; bit, bite; hat, hate; cap, cape.</p> <p>*Try rule c v c (short vowel) hat - c v c "e" (long vowel) hate.</p> <p>*Give practice in common vowel digraphs, ai, ay, ea, ee, ie, oa, and oo.</p> <p>*When two vowels go walking, the first one does the talking"</p> <p>*Do exercises in crossing out the silent vowel.</p> <p>*Dolch and other word games.</p>
d. Unknown blends	Either sounds each consonant of the blend or omits other than the first consonant, as he reads orally.	<p>*Use exercises in auditory discrimination.</p> <p>*Use blends in substitution.</p> <p>*Use word games.</p>
e. Cannot recognize or say the common digraphs	In oral reading, omits "h" in the, is confused between the "sh" and "ch," has trouble with "wh"	<p>*Use Digraph wheels.</p> <p>*Use rhyming words.</p> <p>*Note similarities and differences in configuration.</p> <p>*Use word games.</p>
f. Does not know the effect of "r" on vowel sounds.	This may not show up in either oral or silent reading except through questioning.	<p>*Teach the effect "r" has on vowels, use the sound chart.</p> <p>*Rhyming words are very helpful.</p>

<u>Disability</u>	<u>Discovery</u>	<u>Remedial Suggestions</u>
g. Cannot pronounce the diphthongs, oi, oy, ou, and ow, and oo	In oral reading the words cannot be pronounced or understood which contain a diphthong.	*Flash cards. *Word games, workbook exercises.
h. Silent consonants, wr, kn, gn, gu, ps	Tries to use the silent consonant in oral reading confused in meaning.	*Auditory and visual comparisons to be given. *Background experience needed. *Exercises in crossing out the silent consonants are helpful. *Exercises in memory training.
6. Structural analysis	Cannot find syllables or parts of the words so either mispronounces the word or refuses to use any form of word attack.	*Learn rules in inductively from known words. *Always have information learned applies in sequential material.
a. Compound words.	Cannot see a well-known word when it is combined with another word. This may be very true in silent reading. Fails to get the meaning.	*Separate the familiar short words. Written word lists are easily learned. *Oral practice is effective.
b. Cannot see prefixes or suffixes	Uses the wrong meaning because he does not understand the prefix or suffix changes the meaning completely.	*Learn the common prefixes and suffixes and their meanings. *Prefix and suffix wheels. *Workbook exercises. *Dictionary exercises.

<u>Disability</u>	<u>Discovery</u>	<u>Remedial Suggestions</u>
c. Variants not seen or understood such as: s, es, ed. Confused with multiple meanings of a word.	Skips the plural form of a word when reading either orally or silently. Gets the wrong meaning when there are several meanings to chose from using the dictionary.	<p>*Learn the effect of "s" or "es" to make plurals and "ed" to change time.</p> <p>*From context decide the meaning of the word used in the sentence or paragraph.</p>
d. Cannot find the root word.	Cannot find any familiar word which gives meaning to a long word. Mispronounces the word in oral reading, cannot attack the word in silent reading.	<p>*Remove the prefixes and suffixes from many words to leave a familiar word.</p> <p>*Build word ladders using derivations of root words.</p> <p>*Word trees may also be built.</p> <p>*Dictionary work helpful and needed.</p> <p>*Background experience often very interesting in word development and changes in meaning.</p>
e. Syllables and accents unheeded.	Wrong emphasis on word parts, incorrect syllabication and wrong pronunciation	<p>*Divide compound words.</p> <p>*Remove prefixes and suffixes.</p> <p>*Analyze root words.</p> <p>*Check vowel positions.</p> <p>*Look for open and closed syllables.</p> <p>*Watch for double consonants.</p> <p>*Use context clues, verb, noun, etc.</p> <p>*Primary and secondary accent.</p> <p>*Dictionary interpretation.</p> <p>*Word ladders of root and derivatives.</p>

<u>Disability</u>	<u>Discovery</u>	<u>Remedial Suggestions</u>
		<ul style="list-style-type: none"> *Games to cultivate auditory and visual discrimination. *Rhythm work, clapping hands to gain number of syllables and accents. *Learn rules vc/cv; v/cv; consonant before <u>ie</u>.
7. Misses punctuation marks.	Reads orally with bad phrasing, poor expression and faulty interpretation of subject matter and meaning. Silent reading cannot be interpreted.	<ul style="list-style-type: none"> *Use typed material with wide breaks or spaces to impress the reader. *Explain the use of punctuation marks. *Phrases training, tachistoscope. *Choral reading.
8. Omissions, additions or subtractions or substitutions.	Noted in oral reading.	<ul style="list-style-type: none"> *Have material reread and note mistakes, *Write down exactly what was said and compare it with the original copy. *Watch for correct word endings and beginnings. *Review sight vocabulary. *Review skills for word attack.
9. Repetitions	Note in oral reading. Reading may be very jerky.	<ul style="list-style-type: none"> *Develop word recognition skills. *Check for faulty eye movements; i.e. regressions, etc. *Use easier material for better comprehension and reading security.

<u>Disability</u>	<u>Discovery</u>	<u>Remedial Suggestions</u>
		<ul style="list-style-type: none">*Build up child's confidence.*Encouragement and praise are badly needed (this trouble is often due to nervousness or self-consciousness)
10. Reverse words (whole and/or in parts).	Observations in oral reading.	<ul style="list-style-type: none">*Use kinesthetic method Trace word while sounding it out.*Use crayons, chalk, etc. Sand tray helpful.*Develop a consistent left-to-right movement.*Check eyes for difficulties in fusion.*Compare words reversed; also beginning and ending sounds.*Pronounce confused words emphasizing the initial word sounds.*Cover a word with a card and move the card slowly to the right.*Call attention to the context.*Check on lateral dominance.
11. Unable to use context clues	Uses entirely different words or refuses to see any reason to attack the word for meaning.	<ul style="list-style-type: none">*Cover the new word. Read sentences and guess at a word that might fit it. Use configuration.*Read the rest of the paragraph looking for clues to explain the meaning of the unknown word.

<u>Disability</u>	<u>Discovery</u>	<u>Remedial Suggestions</u>
12. Loses place in sentences or on the page.	Observed in either oral or silent reading. Eyes go back over the material or move up and down the page.	<ul style="list-style-type: none"> *Work on left-to-right movement and sweep to the next line. *May need a "Follow card" for a time. *Use easy but interesting material. *Check vision and hearing. *General coordination should be noted. *Use tachistoscope or reading controller if available.
13. Faulty eye movements.	Careful observation of silent reading of the child. Use a mirror or place oneself below eye level to observe eye movements.	<ul style="list-style-type: none"> *Use large letter type. *Flash cards, phrase cards. *Check to see that he need not go back to get meaning. *Use tachistoscope to increase eye span. *Use a card cover for training left-to-right movement. *Review sight words. *Review word analysis skills. *Word on comprehension.
14. Poor comprehension	Cannot get the meaning from the printed word and sentences.	
a. Cannot follow directions	Unable to accomplish work demanding location or directional skills.	<ul style="list-style-type: none"> *Train to find the key sentence. *Use maps. *Use encyclopedias, dictionaries. *Increase experience background. *Use skill tests from workbooks.

<u>Disability</u>	<u>Discovery</u>	<u>Remedial Suggestions</u>
b. Cannot find the main idea.	Does not get the point from the selection or story.	*Workbooks are full of these exercises. Practice is needed in choosing the best words for the main idea.
c. Cannot retain enough facts or details.	Is unable to answer questions involving details or selection.	*Check on mental capacity. *Be sure the material is interesting to the child. *Start on work with few details and increase complexity as needed. *Material must be on or near reading grade level, not above.
d. Inability to draw conclusions.	When questioned there is confusion in meaning of material read either silently or orally.	*Give material that is below reading grade for practice in drawing conclusions. *Increase reading speed by timing frequently.
e. Unable to summarize.		*Check mental capacity. *Use easy material with few details. *Use skill textbooks for exercises. *Practice frequently in all subjects.
f. Very limited meaning vocabulary.	Unable to find main idea or correct meaning.	*Refer to number 3.

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READABILITY FORMULA
(using Reading-Ease Calculator: SRA)

The readability formula is mainly concerned with difficulty factors. Interest factors are less tangible and cannot be accurately measured. (It is suggested that by using such a formula and rewriting or reassigning your material until it tests easy or very easy, you often also increase interest values.)

How to use the Calculator:

1. Count off 100 words. Count all numbers as one word. Count a, and, and the whenever they appear.
2. Count the number of sentences in the 100 words, estimating the fraction of the last sentence. Set dial so that arrow points to number of sentences. The dial is marked to show $1/2$, $1/4$, or $3/4$ of a sentence.
3. Count the number of syllables in the 100 words. Count all numbers pronouns, and well known names as one syllable. It is helpful to draw a dash over each syllable.
4. Find the number of syllables on the vertical scale. The color opposite this number indicates the reading-ease.

To be reasonably sure of the reading ease of written material, about ten percent of it should be tested. If you have a few key sentences in your writing or book and want to be sure they are understood, test them as single sentences. (See special instructions on calculator instruction sheet).

For a text book, test the first 100 words of every tenth page, until you feel the results are consistent, then continue with every 50 pages. Students can often help you do this. Magazine articles - four or five well-spaced samples, should be sufficient.

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<u>Reading-Ease Calculator Score</u>	<u>Easily Read By % of US Adult Population</u>	<u>Estimated Education Completed</u>	<u>No. Wds. in Typical Vocabulary</u>	<u>Typical Magazines Read</u>
Very Easy	90.0	4th-5th gr.	10,000 to 12,000	All pulps
Easy	80.0	6th-8th gr. (average US Adult)	13,000 to 16,000	<u>Reader's Digest</u>
Hard	40.0	High School	19,000 to 21,000	<u>Time Magazine</u>
Very Hard	4.5	College	25,000 and over	<u>Atlantic Monthly</u>

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Park Ridge, Illinois
60068

PUBLISHERS, ADDRESSES AND MATERIALS

PUBLISHERS AND ADDRESSES

MATERIALS

American Book Company
New York, N.Y.

Betts Informal Reading
Inventory Grades

American Guidance Service
720 Washington Ave. S.E.
Minneapolis, Minn.

Peabody Language Development Kits
Peabody Picture Vocabulary Test
(Elementary Grades)

Barnell Loft, Ltd.
111 South Centre Ave.
Rockville Centre, N.Y. 11571

Specific Skill Builders -Following
Directions, Using Context, etc.
Books A thru H (Workbooks to build
reading skills - all grade levels)

Beckley Cardy
1900 N. Narragansett
Chicago, Ill. 60639

Phonic Rummy Cards: "I Win"
Arithmetic Cards: Sequence Cards:
Spatial Relationship Cards:
Phonetic Quizmo: Educational
Password (various grade levels)

Behavioral Research Labs.
Box 577
Palo Alto, Calif. 94302

Sullivan Series Programmed Work-
books and Readers
(various grade levels)

Benefic Press
1900 N Narragansett
Chicago, Ill. 60639

High Interest -Low Vocabulary books
Sailor Jack Series, Buttons,
Butternut Bill Series, Moonbeam
Series, etc. (Elementary grades)

Bobbs-Merrill-Test Division
1720 E. 38th Street
Indianapolis, Indiana

Detroit Tests of Learning Aptitudes
Gray Oral Reading Test
(various grade levels)

Burgess Publishing Co.
424 South Sixth Street
Minneapolis, Minn. 94515

Dial-A-Skill Motor Skills 1,2,3,4
(Elementary grades)

CENCO (Central Scientific Co.)
2600 S. Kostner Ave.
Chicago, Ill. 60623

Projection Readers: Phonovisual
Phonics materials: Cartridge type
recorders: Wallensak tape record-
ers: Children's Press Reading Lab.
Books-free choice reading enrich-
ment. (Various grade levels)

PUBLISHERS AND ADDRESSES

Continental Press
1451 Dundee Road
Elgin, Ill. 60120

Cuisenaire, Inc.
9 Elm Ave.
Mt. Vernon, N.Y

Developmental Learning Materials
3505 N. Ashland Ave.
Chicago, Ill. 60657

Dexter and Westbrook
111 S. Centre Ave.
Rockville Centre, N.Y. 11571

EDL (Educational Dev. Lab)
LeCompte and Associates
205 W. Harrison
Oak Park, Ill. 60304

Educators Publishing Service
75 Moulton St.
Cambridge, Mass. 02139

Educators Service, Inc.
P.O.Box 112
Benton Harbor, Michigan 49022

Essay Press
Box 5, Planet Station
New York, N.Y. 10024

MATERIALS

Ditto Masters: Visual Motor Skills:
Visual Discrimination: Reading-
Thinking Skills: Sounds: Time:
Measurement: Money: Arithmetic.
(all grades)

Cuisenaire Rods for developing
arithmetic concepts (elementary)

Pegboards: Lacing cards, puzzles,
design cubes, indexed bibliography
on learning disabilities. (elem)

Games: Riddle Riddle Rhyme Time;
Fun with Words (Elem. & Jr. High)
Instructional aids kits including
separate kits on phonics, Readiness Practice Sentences and oral reading series, levels 1-6: can be used as class instruction or with individual pupils: Kits on famous people - upper grades 4-6

Flash-X with vocabulary and spelling cards; Controlled Reader; Tach-X and filmstrips

Learning the Letters; Screening Tests for Identifying Children with Specific Learning Disabilities: Materials using the Gillingham approach to teaching reading. Spelling workbooks 2-6 and Jr.High. Composition-paragraph writing, grades 4-6 and other comp.skills; Workbooks for children with specific learning problems.

Spice, Create, Plus, Spark, Probe- Handbooks for teachers giving specific activities and ideas for language, art, arithmetic, social studies and science.

Roswell-Chall Diagnostic Reading Tests

PUBLISHERS AND ADDRESSESMATERIALS

Follett Publishing Co.
1010 W. Washington
Chicago, Ill. 60607

Garrard Publishers
Champaign, Ill. 61820

Ginn & Co.
450 W. Algonquin Road
Arlington Heights, Ill. 60005

Hammond C.S. & Co.
Maplewood, N.J.

Harcourt, Brace & World
7555 Caldwell
Chicago, Ill. 60640

Harper & Row
2500 Crawford
Evanston, Ill. 60201

Harr Wagner Publishing
Field Educational Publications
431 N. Columbine
Palatine, Ill. 60067

Holt, Rinehart & Winston, Inc.
383 Madison Ave.
New York, N.Y. 10017

Ideal School Supply Co.
Chicago, Ill.

Instructo Products Co.
Philadelphia, Pa. 31

Frostig Materials: Botel Reading Inventory; Individualized English; Turner-Livingston Reading Series; several sets of paperback workbks. which include various language arts skills (gr.7-12) Readiness workbooks on Vis. Disc., Aud. Disc. etc. (Primary grades)

Dolch games and materials; Dolch Books; Sports library set of books high interest-low vocabulary; Syllable word game; word teaching.

Ginn Language Development Kits; Programmed writing for upper elementary grades & high school -7,8,9 teaches fundamentals of writing paragraphs; Remedial instruction H.S. level; paper bound workbooks for poor readers with adult interest level.

Phonics Charts (elementary)

Word Analysis Practice: Steps to Better Reading; English Lessons for Adults; Durrell Analysis of Reading Difficulty.

Linguistic Series; American Adventure Series; Scope Reading Series

High Interest-Low Vocabulary Books Deep Sea Adventures: Checkered Flag Series; Wildlife Series; Time Machine Series; etc. Slepian-Seidler Series. Field Educational

High Interest-Library Edition Wise Owls, Young Owls, Kinder Owls, etc.

Magic Cards-Opposites, Sequence Consonants, Vowels, etc.

Alphabet Wagon Train (Alphabet cards for wall)

PUBLISHERS AND ADDRESSESMATERIALS

Interstate Printers & Publ. Inc.
19 North Jackson St.
Danville, Ill. 61832

Language Research Associates
300 N. State
Chicago, Ill. 60610

Lyons & Carnahan
2500 Prairie
Chicago, Ill. 60616

McGraw-Hill Inc.
Webster Division
Manchester Road
Manchester, Missouri 63011

Mills Center, Inc.
1512 E. Broad Blvd.
Fort Lauderdale, Florida

Merrill, C. E.
1300 Alum Dr.
Columbus, Ohio 43216

Midwest Visual Equipment Co.
6500 N. Hamlin
Chicago, Ill. 60645

Psychological Corp.
302 E. 45th St.
New York, N.Y. 10017

Reader's Digest
Pleanantville, N.Y. 10570

Science Research Associates
259 E. Erie Street
Chicago, Ill. 60611

Scott Foresman
1900 E. Lake St.
Glenview, Ill. 60025

Dig for Gold (Consonants, beg., med. final); Writing Manual for left handed.

Wepman Auditory Discrimination Tests

Phonics We Use (workbooks)

Webster Word Wheels, The World of Dr. Spello; Conquests in Reading

Learning Methods Test

Linguistic Readers: Perceptual Rating Scale, Workbooks to Readers

Language Master and Cards
Bell & Howell items

Bender Gestalt Test, Memory for Designs Test, Wechsler Intelligence Scale for Children

Original and New Reader's Digest
Skill Builders: Practice Pads;
Adult Readers

New Rochester Occupational Reading Series: Reading for Understanding: Basic Reading Skills for Jr.High; Basic Reading Skills for High Sch. Word Games: Michigan Picture Test.

Rolling Phonics: Rolling Readers; Rolling Vowels: My Little Dictionary: Dictionaries

PUBLISHERS AND ADDRESSES

Special Child Publications
71 Columbia Street
Seattle, Washington 98104

Teachers College Press
Teachers College, Columbia Univ.
525 W. 120th St.
New York, N.Y. 10027

University of Illinois Press
Urbana, Ill.

MATERIALS

Learning Disorders:
Other professional books

Reading Aids thru the Grades;
Listening Aids thru the Grades:
Gates-Pearson Reading Exercises:
McCall-Crabbs Standard Test
Lessons in Reading

Illinois Test of Psycholinguistic
Abilities.

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- ACHIEVING READING SKILLS - Elfert, Weinstein & Feighenbaum
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Hyden, James McGaugh, Albert M. Uttley, Heinz Von Foerster
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- THE BRAIN INJURED CHILD: THE PERCEPTUALLY HANDICAPPED -
Richard S. Lewis
- CATALOG OF FEDERAL ASSISTANCE PROGRAMS - OEO
- CATALOG OF LIBRARY RESOURCES - Exemplary Center for Reading Instruction
- THE CELL - John Pfeiffer, Editors of Life
- CHALLENGE & EXPERIMENT IN READING - J. Allen Figurel, Editor
- CHILDREN AND ORAL LANGUAGE - Helen K. Mackintosh

CHILDREN'S DRAWINGS AS MEASURES OF INTELLECTUAL MATURITY -
Dale B. Harris

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CITIZENSHIP - John S. Gibson

CLASSROOM ORGANIZATION FOR READING INSTRUCTION: AN ANNOTATED
BIBLIOGRAPHY - George D. Spache

CLINICAL INTERPRETATION OF WISC - Glasser & Zimmerman

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CONCEPTUAL LEARNING - Siegfried Englemann

CREATE - A HANDBOOK FOR TEACHERS OF ELEMENTARY ART - Mary Roy &
Mary E. Platts

CREATIVE TECHNIQUE FOR TEACHING THE SLOW LEARNER - Lillian C. Howitt

CREATIVITY - DIMENSIONS IN EARLY LEARNING SERIES - E. Paul Torrance

CURRENT & RECENT RESEARCH PROGRAMS AT INSTITUTE FOR RESEARCH ON
EXCEPTIONAL CHILDREN - Samuel Kirk & Others

DEVELOPMENTAL DYSLEXIA - MacDonald Critchley

DEVELOPMENTAL DYSLEXIA: A DIAGNOSTIC SCREENING PROCEDURE BASED ON
THREE CHARACTERISTIC PATTERNS OF READING AND SPELLING -
Elena Boder, M. D.

THE DIAGNOSIS AND TREATMENT OF SPEECH AND READING PROBLEMS -
Carl H. Delacato

THE DISADVANTAGED CHILD: ISSUES AND INNOVATIONS - Joe Frost &
Glenn R. Hawkes

DYSLEXIA - Keeney & Keeney

DYSLEXIA: WHAT YOU CAN AND CAN'T DO ABOUT IT - R. M. N. Crosy

EDUCATING CHILDREN WITH LEARNING DISABILITIES: SELECTED READINGS -
Edward C. Frierson & Walter B. Barbe

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- EDUCATIONAL THERAPY VOL. I. - Jerome Hellmuth & Bernie Straub
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- ENERGY - Mitchell Wilson, Editors of Life
- EVALUATING PUPIL GROWTH: PRINCIPLES OF TESTS AND MEASUREMENT - Stanley J. Ahmann & Marvin D. Glock
- EVERYDAY PROBLEMS AND THE CHILD WITH LEARNING DIFFICULTIES - Bebe Bernstein
- EXCEL: EXPERIENCE FOR CHILDREN IN LEARNING - Polly Behrmann & Joan Millman
- THE EXCEPTIONAL CHILD - A BOOK OF READINGS - James F. Magary & John E. Richorn
- FANTASY & FEELING IN EDUCATION - Richard M. Jones
- FOCUS ON READING - James C. MacCampbell & Eleanor Peck
- FOUNDATIONS OF LEARNING - University of Arkansas Medical Center
- GOOD READING FOR POOR READERS - George Spache, Ph.D.
- GROWTH - James M. Tanner, Gordon Rattray Taylor, Editors of Time-Life Books
- A GUIDE FOR CO-ORDINATORS OF VOLUNTEERS AND VOLUNTEER SERVICES IN SCHOOLS - Janet W. Freund
- A GUIDE TO TEACHING PHONICS - June Lyday Orton
- A GUIDE TO THE TEACHING OF READING FOR TEACHERS OF THE DISADVANTAGED - Alice Ansara
- A HANDBOOK OF DEVELOPMENTAL READING - Helen Huus, Univ. of Penna.

HANDBOOK ON CORRECTIVE READING (American Adventure Series) -
Dr. Emmet A. Betts

HELPING CHILDREN REACH THEIR POTENTIAL - Gladys Gardner Jenkins

HIGH INTEREST - EASY READING FOR JUNIOR & SENIOR HIGH SCHOOL RELUCTANT
READERS - Raymond C. Emery & Margaret B. Houshower

HOW TO INCREASE READING ABILITY - Albert Harris

IDEAS FOR TEACHING INEFFICIENT LEARNERS - Bacon & Others

INDIVIDUALIZED READING PROGRAM: A GUIDE FOR CLASSROOM TEACHING - IRA

INFORMATION SOURCES IN LINGUISTICS - Frank Rice & Allene Guss

INSTRUCTIONAL APPROACHES TO SLOW LEARNING - William J. Younie

INSTRUCTIONAL MATERIALS PRIMER - USE AND PREPARATION -
David M. Silverstone & Leonie Brandon

INTERPRETATION OF THE 1961 ILLINOIS TEST OF PSYCHOLINGUISTIC
ABILITIES - Barbara D. Bateman

INTERSENSORY INTEGRATION AND READING: A THEORY - Oliver L. Hurley

INTRODUCTION TO EXCEPTIONAL CHILDREN - Harry J. Baker

LANGUAGE AND LANGUAGE DISTURBANCES - Kurt Goldstein, M.D.

LANGUAGE DISORDERS IN CHILDREN - Nancy Wood, Ph.D.

LANGUAGE EXPERIENCES IN READING LEVEL I - Roach Van Allen &
Claryce Allen

LANGUAGE EXPERIENCES IN READING LEVEL II - Roach Van Allen &
Claryce Allen

LANGUAGE EXPERIENCES IN READING LEVEL III - Roach Van Allen &
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LANGUAGE GAMES - Guy Wagner, Max Hosier & Mildred Blackman

LEARNING DISABILITIES - EDUCATIONAL PRINCIPLES AND PRACTICES -
Doris J. Johnson & Helmer R. Myklebust

LEARNING DISABILITY: AN EDUCATIONAL ADVENTURE - Newell C. Kephart

LEARNING DISORDERS VOLUMES I AND II - Jerome Hellmuth & Bernie Straub

LEARNING DISORDERS VOLUME III - Jerome Hellmuth & Bernie Straub

LEARNING TO READ: THE GREAT DEBATE - Jeanne Chall

LEARNING YOUR LANGUAGE/ONE TEACHERS GUIDE - Harold L. Herber

LEARNING YOUR LANGUAGE/TWO TEACHERS GUIDE - Harold L. Herber &
Florence Nolte

LEFT HANDED WRITING: INSTRUCTION MANUAL - Warren H. Gardner

LIBRARY ENRICHMENT READING PROGRAM FOR RETARDED READERS -
Dorothy Hinman

LISTEN, LOOK, SAY: SPEECH IMPROVEMENT PROGRAM FOR FIRST OR SECOND
GRADE - Elizabeth L. Hutchison & Shirley B. Quinn

LISTENING AIDS THROUGH THE GRADES - David H. Russell & Elizabeth
Russell

LISTENING GAMES: BUILDING LISTENING SKILLS WITH INSTRUCTIONAL GAMES -
Wagner, Hosier & Blackman

MANUAL OF BASIC READING SKILLS - A GUIDE FOR TEACHERS IN HELPING TO
PREVENT READING PROBLEMS - Adeline Gomberg

THE MIND - John Rowan Wilson, Editors of Life

MORE WAYS TO READ WORDS - Feldmann & Merrill

NEW DIRECTIONS IN STATE PLANNING FOR SCHOOL CHILDREN WITH
COMMUNICATIVE DISORDERS - Marge Michael

ON THEIR OWN IN READING - William S. Gray

THE OTHER CHILD - THE BRAIN-INJURED CHILD - Richard S. Lewis,
Alfred Strauss & Laura E. Lehtinen

A PARENT'S GUIDE TO LEARNING PROBLEMS - Margaret Golick

PERCEPTIVES IN READING #5 - FIRST GRADE READING PROGRAMS -
James F. Kerfoot

PERCEPTUAL TRAINING PROGRAM FOR CHILDREN WITH LEARNING DISORDERS -
Harold W. Perry

PERSPECTIVES IN READING #6: CORRECTIVE READING IN THE HIGH SCHOOL CLASSROOM - IRA

THE PLANTS - Fritz W. Went, Editors of Life

PLUS - A HANDBOOK OF EXPERIMENTS & ACTIVITIES TO MOTIVATE THE TEACHING OF ELEMENTARY ARITHMETIC - Mary E. Platts

PRACTICAL CLASSROOM TESTING - Lillian C. Howitt

A PRIMER FOR PARENTS - Paul McKee

PROBE - HANDBOOK - ELEMENTARY SCIENCE - Mary Roy & Mary E. Platts

PROGRESS IN LEARNING DISABILITIES - Helmer Myklebust

PROVIDING CLINICAL SERVICES IN READING: AN ANNOTATED BIBLIOGRAPHY - Roy A. Kress & Marjorie S. Johnson

PSYCHOLOGICAL CONSULTATION IN THE SCHOOLS - A CATALYST FOR LEARNING -- Ruth G. Newman

PSYCHOLOGY IN TEACHING - SECOND EDITION - Henry P. Smith

PSYCHOLOGY OF LEARNING APPLIED TO TEACHING - B. R. Bugelski

PSYCHOPATHOLOGY AND EDUCATION OF THE BRAIN-INJURED CHILD - Albert Strauss & Laura Lehtinen

READINESS ADVENTURES - A PLAN FOR TEACHING - Rosemary Keegan

A "READING" ACTIVITIES MANUAL TO AID THE DISADVANTAGED - Adeline W. Gombert

READING AIDS SERIES CONDUCTING IN-SERVICE PROGRAMS IN READING - Ira E. Aaron, Byron Callaway & Arthur V. Olson

READING AIDS SERIES: READING FOR CHILDREN WITHOUT - OUR DISADVANTAGED YOUTH: READING AID SERIES - Gertrude Whipple & Millard H. Black

READING AIDS THROUGH THE GRADES - David H. Russell & Etta E. Karp

READING & THE KINDERGARTEN: AN ANNOTATED BIBLIOGRAPHY - Dolores Durkin

READING / A PROGRAM OF INSTRUCTION FOR THE ELEMENTARY SCHOOL - Paul McKee & William K. Durr

READING AS AN INTELLECTUAL ACTIVITY - J. Allen Figurel, Editor

READING DIFFICULTIES: THEIR DIAGNOSIS AND CORRECTION - Guy L. Bond & Miles A. Tinker

READING GAMES - Wagner & Hosier

READING IN A CHANGING SOCIETY - J. Allen Figurel

READING IN ACTION - Nancy Larrick

READING IN THE CONTENT FIELDS: AN ANNOTATED BIBLIOGRAPHY - Leo Fay

REMEDIAL READING DRILLS - Hegge, Kirk & Kirk

REMEDIAL TECHNIQUES IN BASIC SCHOOL SUBJECTS - Grace M. Fernald

REMEDIAL TRAINING FOR CHILDREN WITH SPECIFIC DISABILITY IN READING, SPELLING AND PENMANSHIP - Anna Gillingham & Bessie Stillman

THE REMEDIATION OF LEARNING DISABILITIES - Robert Valett

SCHOOL READINESS - BEHAVIOR TESTS USED AT THE GESELL INSTITUTE - Frances Ilg & Louise Ames

SELECTED BIBLIOGRAPHY OF SPECIAL EDUCATION - I. Ignace Goldberg

SELECTIONS TO ACCOMPANY A STUDY MANUAL - Lester Wittenberg, Jr.

SHADOW CHILDREN - Careth Ellingson

THE SIXTH MENTAL MEASUREMENTS YEARBOOK - Oscar Krisen Buros

SLITHERY SNAKES AND OTHER AIDS TO CHILDREN'S WRITING - Mary E. Bowen & Walter T. Petty

THE SLOW LEARNER IN THE CLASSROOM - Newell C. Kephart

SOLVING LANGUAGE DIFFICULTIES - REMEDIAL ROUTINES - Amy Steere, Caroline Peck & Linda Kahn

SOURCES OF READING RESEARCH: AN ANNOTATED BIBLIOGRAPHY - Gus Plessas

SPARK - HANDBOOK - SOCIAL STUDIES - Mary Roy & Mary E. Platts

THE SPECIAL CHILD, DIAGNOSIS, TREATMENT, HABILITATION - Harold Michal-Smith & Shulmaith Kastein

THE SPECIAL CHILD IN CENTURY 21 - Jerome Hellmuth

- SPICE - SUGGESTED ACTIVITIES TO MOTIVATE LANGUAGE ARTS - Mary Roy & Mary E. Platts**
- STAGE - A HANDBOOK FOR TEACHERS OF CREATIVE DRAMATICS - Natalie Bovee Hutson**
- A STUDY MANUAL - Lester Wittenberg, Jr.**
- SUCCESSFUL PROGRAMMING - MANY POINTS OF VIEW SELECTED PAPERS ON LEARNING DISABILITIES - John I. Arena**
- THE TEACHER OF BRAIN-INJURED CHILDREN - Wm. Cruickshank**
- TEACHER - THE TESTAMENT OF AN INSPIRED TEACHER - Sylvia Ashton-Warner**
- TEACHER'S GUIDE FOR REMEDIAL READING - Wm. Kottmeyer**
- TEACHER'S GUIDE TO ACCOMPANY A STUDY MANUAL - Lester Wittenberg, Jr.**
- TEACHING CHILDREN WITH SPECIAL LEARNING NEEDS - A PROBLEM SOLVING APPROACH - Milton A. Young**
- TEACHING DISADVANTAGED CHILDREN IN THE PRESCHOOL - Carl Bereiter & Siegfried Englemann**
- A TEACHING GUIDE TO THE USE OF A TO Z PHONICS CHARTS - Dorothy E. Cooke**
- A TEACHING METHOD FOR BRAIN-INJURED AND HYPERACTIVE CHILDREN - Wm. M. Cruickshank, Frances A. Bentzen, Frederick H. Ratzeburg & Mirian T. Tannhauser**
- TEACHING READING: SELECTED MATERIALS - Walter B. Barbe**
- TEMPORAL LEARNING - Barbara D. Bateman**
- TEXT MANUAL FOR REMEDIAL HANDWRITING - Warren H. Gardner**
- THESE ARE YOUR CHILDREN - Jenkins, Schacter & Bauer**
- THIS IS TEACHING - Laurence D. Haskew & Jonathon C. McLendon**
- THOUGHT AND LANGUAGE - Lev Semenovich Vygotsky**
- THE UNDERACHIEVER IN READING - H. Alan Robinson**
- UNDERACHIEVERS - HOW THEY CAN BE HELPED - Benjamin Fine**
- UNDERSTAND THOSE FEELINGS - Eugene McDonald**

UNFINISHED STORIES FOR USE IN THE CLASSROOM - NEA Journal

VISUAL MOTOR GESTALT TEST AND ITS CLINICAL USE - Laretta Bender

WAYS TO READ WORDS - Shirley C. Feldmann & Kathleen K. Merrill

WORD STUDY FOR IMPROVED READING - A. Allen Robbins

WORDS ARE IMPORTANT (INTRODUCTION) - H. C. Hardwick

WORDS ARE IMPORTANT (JUNIOR BOOK) - H. C. Hardwick

WHY PUPILS FAIL IN READING - Helen Mansfield Robinson

YOUTH: THE YEARS FROM TEN TO SIXTEEN - Gesell, Ilg & Ames

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DIAGNOSTIC LEARNING CENTER
33 South Prospect Avenue
Park Ridge, Illinois

REMEDICATION MATERIAL

Name of Material: Group Sounding Game by E. W. Dolch
"A Complete Course in Phonics"

Company: Garrard Press

Description:

This game is much like that of Bingo. The word or sound is called by the teacher: the students place a marker on the letters indicated by the caller. The winning player must have five horizontal, vertical or a diagonal row on his card.

There are six cards in each of the fifteen sets: each set emphasizes a particular phonics skill. Example: Set A emphasizes initial consonant sounds, set B emphasizes short vowels.

Methods for Use:

Pupils should be encouraged to sound out elements (whisper to themselves) as they place markers on words. The teacher should follow direction sheet and also refer to the bottom of the cards for instructions on each set.

Each set should be played often enough for pupils to master the particular element being emphasized. Repetition is facilitated by the fact that each card of the set has the same letters but they are arranged differently.

Refer to instruction sheet in the game for details on how to play the game.

Evaluation:

This is an excellent group activity that could be carried out in a reading group of six children or less. Students can act as the caller during the game to free the teacher for other students. It will take up a considerable amount of time but if games are played often enough and students keep track of the words or sounds they miss it will be a profitable experience.

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REMEDICATION MATERIAL

Name of Material (or activity) Webster Word Wheels ~ designed
for Remedial Readers

Company: Webster Division, McGraw Hill

Skill Development Area: Phonics, Blending

Methods for Use (description, techniques, variations)

Description: Consists of 63 beginning blend, prefix
and suffix wheels

1. The first 25 are beginning blends.
2. More difficult wheels include prefixes
and suffixes
3. Can be used by individual children
4. Vowel charts are on each wheel.

Techniques:

1. Teacher can use wheels with two children.
Have them pronounce each word.
2. If necessary, have them write words.

Evaluation

Good for synthesizing words

Good for vocabulary development

Word analysis skills from very easy skills to more difficult
skills are included.

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REMEDIATION MATERIAL

Name of Material: UNO - Phonics game

Company: Milton Bradley

Skill Development Area: Word analysis skills - sounds through syllabication

Description:

This phonics game can be used for remediation for intermediate students. Sets of cards range in difficulty from first through fifth grade. Children can share a card or each child can have a card in one set. A set consists of cards which emphasize a particular skill in phonics. Each card is different but all in the set are similar.

Object of the game is to pronounce all words on the back of the cards which provide drill on the phonetic element being studied on the front of the card. Pupil receives one point for each word pronounced correctly. Record sheets are provided with the game to keep score and to keep a record of individual pupil's progress.

Methods for Use:

Pupils should use the cards for vocabulary development. Many of the words on the upper level cards have words suitable for vocabulary study.

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REMEDIATION MATERIAL

Name of Material (or activity) Solving Language Difficulties

Company: Educators Publishing Service

Skill Development Area: Phonics, word analysis skills, including prefixes and suffixes

Description:

1. This workbook is designed for students with specific language disabilities.
2. Consistent drill is available throughout the book.
3. It is a remedial book which can be used with intermediate grades and higher.
4. Good drill for synthesizing words.

Technique:

1. Use as handbook for teachers.
2. Students can be given pages to practice orally.
3. Should be a teacher directed activity but some assignment can be carried out by students.

Evaluation:

This is a good handbook for teachers. It has numerous pages of drills.

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REMEDICATION MATERIAL

Name of material: Phonic Rummy & Five Sets of Games

Company: Milton Bradley

Skill Development Area: Phonics skills - vowel sounds and vowel combinations

Description:

These card games are designed to provide drill in specific phonics skills. Grade level of material ranges from 2 through 5.

Set A reviews short vowels, Set B reviews long vowel sounds, silent e and diagraphs, Set C includes study of long vowel sounds and diphthongs, Set D emphasizes vowel combination sounds and Set E reviews general phonics rules.

Methods of Use:

The game is played just like rummy. Two to six players are required. Deal five cards, remainder of the pack is placed in the "kitty." The object of the game is to get three cards of a kind. Players are required to pronounce words on their cards when "going out" of the game or discarding cards.

Variations:

Cards can be used as flash cards. Pupils may also play solitaire with the cards. Vocabulary study using cards may also be implemented.

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PARENT SURVEY

It is important for the Diagnostic and Learning Center to assess the strengths and weaknesses of its programs so they may be more effective in the future. We would appreciate your taking time to complete this form and return it to us. Your signature is not necessary.

Directions:

Mark the degree of effectiveness for each item that best describes your feelings about the parent group meetings. It is important to register your true opinion!

The following descriptions for the column headings should be used for your responses:

1. Not effective
2. Slightly effective
3. Effective
4. Highly effective

	1. Not Eff.	2. Slightly Eff.	3. Eff.	4. Highly Eff.
1. Did you gain greater understanding of specific learning difficulties of your child?				
2. Were you given specific and helpful advice concerning helping your child's learning?				
3. Were you given specific and helpful advice concerning helping your child's behavior?				
4. Did you experience greater appreciation of the frustrations of your child because of his learning difficulty?				
5. Did you gain greater understanding of individual differences in children's ability to learn?				

	1. Not Eff.	2. Slightly Eff.	3. Eff.	4. Highly Eff.
6. Did you gain awareness of the need for success to strengthen the self-image of your child?				
7. Did you find acceptance that children with learning difficulties can be helped in the regular classroom?				
8. Did you discover ways in which classroom teachers help children with learning problems?				
9. Did you discover ways in which special teachers help children with learning problems?				
10. Did you gain greater understanding of special school materials and curriculum to help children with learning problems?				
11. Did you experience greater appreciation of the opportunity to seek special help for the child with learning difficulties?				
12. Did you experience greater appreciation of having an opportunity to meet with your child's teachers?				
13. Did you experience greater appreciation of the opportunity to discuss the learning problems of your child with the social worker, psychologist, learning disability teacher and other professionals?				
14. Did you gain greater understanding by having an opportunity to meet and talk with other parents having similar problems with their children?				
15. Did you gain greater appreciation in discovering that the school has an individual program designed for your child and his particular problems?				

	1. Not Eff.	2. Slightly Eff.	3. Eff.	4. Highly Eff.
16. Have you received specific advice on what you can do at home utilizing toys, games and tasks to help your child with his learning problem?				
17. Has your child improved in his academic work as a result of the Learning Center activities?				
18. Has your child improved in his behavior because of the Learning Center's activities?				
19. Has your child improved in his attitude towards himself because of the Learning Center's activities?				
20. Have you obtained information as to where you may go outside of the school to get further help for your child?				

Comments:

SUGGESTED GAMES, TOYS AND PUZZLES

FOR

CHILDREN WITH LEARNING DIFFICULTIES

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GAMES (Strategy, Luck)

Word Power - 10 yrs. & up - Avalon Hill Co.

Science - (Electric Quiz Game) \$2.16

Around the Clock Solitaire - Ed-u-cards -
(telling time, number concept) .88

Around the House Puzzle Lotto - 2-6 yrs. - Ed-u-cards

Word Games - all ages

Travel Scribbage - Lowe Co. 2.16

Twin Scribbage " 2.78

Scribbage " 1.73

Perquackery - Lakeside Toy Co.

Tumble Words - Kohner Co. .69

Cross Word Cubes - Scrabble Co. 1.39

Anagrams (plus 6 other word games) - Ages 7-Adult
Transogram Co. 1.58

Scrabble for Juniors - Up to H.S. Age - Selchow
Righter Co. 3.57

Scrabble - High School Age - Selchow Righter Co. 3.57

Battle Cry - 10 yrs to Adult - Milton Bradley Co.
(good historical material - Civil War) 3.57

Battleship - 8 yrs. to Adult - Milton Bradley Co. 3.57

Geography - 10 to Adult - Remco (Electric Quiz Game)
(geographical concept) 2.16

Geography Game - 8 thru teens - Cadaco - (map skills;
U.S. geography concept) 2.48

Jeopardy - 10 yrs. to Adult - Milton Bradley
(concept practice) 2.26

GAMES (Strategy, Luck)

Page 2

<u>Meet the Presidents</u> - 10 yrs. to Adult - Selchow & Righter Co. - (historical information)	\$3.57
<u>Password</u> - Milton Bradley	1.52
<u>Game of the States</u> - 7-14 yrs. - Milton Bradley	3.87

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EYE-MOTOR COORDINATION (fine motor)

<u>Bash</u> - 5-12 yrs. - Milton Bradley Co.	\$2.26
<u>Trouble</u> - Kohner Co.	2.16
<u>Mosaics by Number</u> - Transogram Co.	2.16
<u>Electric Drawing Sets</u> - Lakeside Toy Co.	
Mickey Mouse	4.27
Gumby	4.27
Lone Ranger	4.27
Superman)	4.57
) Trace-a-graph	
Dr. Doolittle)	4.57
<u>Electric Wood Burning Sets</u>	2.67 up
<u>Burn 'N' Stain by Numbers</u> - 12 yrs. & older - Rapco	3.57
<u>Painting by Number Kits</u>	
<u>Wood Painting by Number</u> - Art Award Co.	.69
<u>Leather Handicraft Kits</u> - belts, billfolds, comb cases, etc.	
<u>Metalcraft Kits</u> - Rapco	2.78
<u>Operation</u> - 6-14 yrs. - Milton Bradley Co.	3.57
<u>Kinder Peg Village</u> - 3-8 yrs. - Sifo Co.	2.16
<u>Puzzles</u>	
People Puzzles)	
) all ages - companies - prices	
Map Puzzles)	

EYE-MOTOR COORDINATION (fine motor)

Page 2

<u>RSVP</u> - 12 yrs. to Adult - Selchow Righter Co. (3 dimensional crossword puzzle)	\$4.27
<u>Lite-Brite</u> - All ages - Hassenfeld Bros.	6.87
Accessory Kits: Alphabet - \$1.39 Number - 1.39	
<u>Checkers</u> - All ages - companies - \$.69 up	
<u>Chinese Checkers</u> - All ages - companies - \$.69 up	
<u>Bingo</u>	
<u>Cootie</u> - Primary up - Schaper Co.	1.78
<u>Pick Up Sticks</u> - Hasbro Co.	.81
<u>Letter Sticks</u> - Hasbro Co.	.81
<u>Pick A Peg</u> - all ages - Electric Game Co.	2.16
<u>Ring Toss</u> - Hasbro Co.	.69
<u>Skill Ball</u> - Hassenfeld Bros.	.69

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GROSS MOTOR COORDINATION

<u>Twister</u> - 8 yrs. to Adult - Milton Bradley Co. (color discrimination; left-right concepts)	\$3.57
<u>Animal Twister</u> - Same age & Co.	3.57
<u>Monkey Auto Races</u> - Primary Age - Remco	4.18

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VISUAL MEMORY (Practice)

<u>Recall</u> - 8 yrs. to Adult - Milton Bradley Co.	\$4.27
<u>Concentration</u> - 10 yrs. to Adult - "	2.96
<u>Eye Guess</u> - 10 yrs. to Adult - "	2.96
<u>Stratego</u> - 9 yrs. to Adult - "	3.57

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MATH - (practice with numbers)

Tri-ominos - 9 yrs. up - Pressman Co. \$2.78

Bingo - All ages - Companies - Prices

Dominoes - All ages - Companies - Prices
(number grouping recognition practice)

Numbly - The Cross Numbers Game - All ages -
Selchow Righter Co. 2.78

Monopoly - 10 yrs. to Adult - Parker Bros.
(practice with money) 3.99

Skunk - All ages - Schaper Co. - (dice game -
number processes) 1.39

MAINE TOWNSHIP
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33 South Prospect Avenue
Park Ridge, Illinois

East Maine Junior High School

EVALUATION FORM
(Students Performing Two Years or More Below Grade Level)

Student: _____ Teacher: _____

School: _____ Reading Tchr: _____

April, 1969

I. Learning Abilities

Please describe child's problems in the following areas.

A. Attention and Following Directions (Ability to listen, when is student attentive?, can he follow directions - written, oral, etc.?)

B. Accuracy (Proofreading, understanding requirements, recognizing mistakes, etc.)

C. Written Expression

Check deficits

_____ clarity
_____ organization of paragraphs
_____ sequence _____ punctuation
_____ topic sentence
_____ Sentence structure
_____ format (title, heading, etc.)

Comments: (re. grammar, usage, etc.)

Evaluation Form - 2**D. Spelling**

Check deficits

_____ cannot spell phonetically	_____ sequence of letters
_____ omits letters, vowels	_____ cannot apply basic
_____ from syllables	_____ rules
_____ spells basic words in-	
_____ correctly (where, there, were, which, etc.)	

Comments:

E. Handwriting

Check problems in writing

_____ extremely slow	_____ mistakes in letter
_____ makes mistakes in copying	_____ formation (m, n)

_____ illegible writing

Comments:

II. Subject Matter Areas (Science, Math, Social Studies)

Comments pertaining to specific problems:

III. Evaluation of Reading Skills**A. Word Attack Skills**

What specific skills need to be mastered?

(Example: vowel combinations ou, ea, rules for long and short vowel sounds, syllabication, etc.)

1. Phonics Skills

Evaluation Form - 3**A. Word Attack Skills - Continued**

2. Structural Analysis (word ending, prefixes, etc.)
3. Word Meaning (Multiple meanings, abstract words, etc.)
4. Dictionary Skills

B. Comprehension Skills

1. Getting the Meaning (Does he know what he reads? main idea, reading to answer questions, drawing conclusions, inferences, etc.)
2. Locating Information (finding the answer, writing reports)
3. Use of reference materials
4. Ready to organize (outlines, note taking)
5. Rate of Comprehension (slow)

Evaluation Form - 4

IV. Specific Problems in Learning
Check Weaknesses:

_____ Auditory discrimination
_____ Visual discrimination
_____ Audio-Visual Association

_____ Auditory memory
_____ Visual Memory
_____ Concept formation

Comments:

V. Suggestions for adjustment in curic/or instruction. (Should he be asked to copy, take notes, do reports?, does he need oral approach?)

Vi. Materials Used in Remediation

Inst. Level of Materials _____

Please check the materials used:

_____ McCall Crabbs: Level A_____ B_____ C_____ D_____

_____ Gates Peardon: Elementary_____ Intermediate_____

_____ Remembering Details

_____ What Is The Story About?

_____ Reader's Digest Skill Builders

_____ Original _____ New

_____ SRA Lab.

Level _____

_____ Advanced Skills in Reading - MacMillan

___ I ___ II ___ III

_____ Barnell Loft

_____ Following Directions Level _____

_____ Using Context _____

_____ Locating the Answer _____

_____ Working with Sounds _____

_____ Getting the Facts _____

_____ Lyons and Carnahan - Phonics We Use

_____ Book A_____ B_____ C_____ D_____ E_____

_____ Continental Press - Level _____

Basal Text Used: _____

Other Materials Used:

MAINE TOWNSHIP
DIAGNOSTIC AND REMEDIAL
READING CENTER

East Maine
Junior High School

Pupil's Name _____ Classroom Teacher _____

School _____ Reading Teacher _____

Evaluation Checklist
Incoming Seventh Graders

I. Communication Skills (Check ✓ the following strengths and weaknesses.)

- | | |
|---|---|
| _____ Good verbal response | _____ Lack of basic composition skills. |
| _____ Better verbally than in written response. | _____ Cannot write structurally correct sentences. |
| _____ Understands basic principles of grammar. | _____ Lack of knowledge of basic principles of grammar. |
| _____ Follows oral directions. | _____ Inability to verbalize with fluidity. |
| _____ Follows written directions. | _____ Disconnected patterns of thought and speech. |

II. Spelling and Handwriting (Check ✓ following weaknesses.)

- _____ Inability to spell phonetically.
- _____ Inability to recall visual form of word.
- _____ Inability to copy written material.
- _____ Slow handwriting - poor eye-hand coordination.
- _____ Lack of necessary visual motor skills.
- _____ Handwriting is extremely difficult to read.

III. Word Recognition Skills and Knowledge of Structural Elements
(Place a ✓ if child has mastered skills, an O, if not)

- | | |
|----------------------------|----------------------|
| _____ Beginning consonants | _____ syllabication. |
| _____ Medial consonants | _____ accent. |
| _____ Final consonants | _____ compounds. |
| _____ Consonant blends | _____ prefixes. |
| _____ Short vowels | _____ suffixes |
| _____ Long vowels | _____ roots |
| _____ Vowel combinations | |

IV. Reading Skills

A. Capabilities (Place a ✓ for satisfactory, an 0 for unsatisfactory.)

- ☐ Word meaning - Dictionary skills
- ☐ Oral phrasing
- ☐ Sight vocabulary
- ☐ Reading speed
- ☐ Visual perception
- ☐ Auditory perception
- ☐ Vocabulary building
- ☐ Oral reading with good expression
- ☐ Silent reading
- ☐ Pitch
- ☐ Enunciation
- ☐ Use of punctuation as aid to reading
- ☐ Application of word analysis skills
- ☐ Pronunciation

B. Students demonstrate following weaknesses in reading skills.
(Check ✓ ones that are applicable.)

- | | |
|---|--|
| <input type="checkbox"/> Word by word reading | <input type="checkbox"/> Substitution of letters |
| <input type="checkbox"/> Monotonous tone | <input type="checkbox"/> Repetition |
| <input type="checkbox"/> Overuse of phonics | <input type="checkbox"/> Inversion of word order |
| <input type="checkbox"/> Finger pointing | <input type="checkbox"/> Omission of words |
| <input type="checkbox"/> Loss of place | <input type="checkbox"/> Constant head movements |

C. Comprehension Skills (Place a ✓ if student possesses these skills, an 0 if student lacks skills.)

- ☐ Detecting main idea
- ☐ Retains facts or details
- ☐ Can answer oral questions about reading material
- ☐ Can answer written questions about reading material

V. Personal Well-being (Check ✓ applicable characteristics.)

- ☐ Undervalues self
- ☐ Overvalues ability
- ☐ Unrealistic appraisal of self
- ☐ Healthy self-esteem
- ☐ Physically healthy
- ☐ Motor coordination good
- ☐ Hyperactive
- ☐ Hypoactive
- ☐ Emotionally stable and mature
- ☐ Self confident

VI. General Behavior and Attitude (Place a ___ for satisfactory,
an 0 for unsatisfactory.)

_____ Work habits	_____ Attitude toward improving weaknesses
_____ Quality of work	_____ Consideration of others and their
_____ Quantity of work	_____ opinion
_____ Effort	_____ Participation in class activities
_____ Cooperation	_____ Completes assigned tasks

VII. Additional Comments and Recommendations:

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LEARNING CENTER

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Pupil's Name _____

Date _____

School _____

Grade _____

Classroom Teacher _____

EVALUATION CHECKLIST

Communication Skills

- _____ Good verbal response
- _____ Inability to verbalize with fluidity
- _____ Better verbally than in written response
- _____ Disconnected patterns of thought and speech
- _____ Good written communication

Spelling and Handwriting

- _____ Inability to spell phonetically
- _____ Inability to recall visual form of word
- _____ Inability to copy written material
- _____ Slow handwriting - poor eye-hand coordination
- _____ Lack of necessary visual motor skills
- _____ Lack of understanding of word meaning

Word Recognition Skills

- _____ Beginning consonants
- _____ Medial consonants
- _____ Final consonants
- _____ Consonant blends
- _____ Short vowels
- _____ Long vowels
- _____ Vowel combinations

Structural elements

- _____ syllabication
- _____ accent
- _____ compounds
- _____ prefixes
- _____ suffixes
- _____ roots

Reading skills, lacks, capabilities

- _____ Word meaning - Dictionary skills
- _____ Oral phrasing
- _____ Sight vocabulary
- _____ Reading speed
- _____ Visual perception
- _____ Auditory perception
- _____ Comprehension
- _____ Vocabulary building
- _____ Oral reading with good expression
- _____ Word by word reading
- _____ Silent reading (increased rate of reading)
- _____ Monotonous tone
- _____ Pitch too high or too low
- _____ Poor enunciation
- _____ Disregard of punctuation
- _____ Overuse of phonics
- _____ No method of word analysis
- _____ Finger pointing
- _____ Head movements apparent too often
- _____ Loss of place
- _____ Regressive movements of the eye
- _____ Mispronunciation
- _____ Omission of words
- _____ Substitution of letters
- _____ Repetition
- _____ Inverting or changing word order

Personal well-being

- _____ Undervalues self
- _____ Overvalues ability
- _____ Unrealistic appraisal of self
- _____ Healthy self-esteem
- _____ Physically healthy
- _____ Motor coordination good
- _____ Hyperactive
- _____ Hypoactive
- _____ Emotionally stable and mature
- _____ Labile (non-reactive) emotionality
- _____ Self confident

The child with learning difficulties needs constant encouragement and success in everyday activities. Repetition and drill are often needed more frequently for these children. Review of past skills before the introduction of new skills is very helpful.

Stress success for maximum achievement and minimize failure.

The child with learning difficulties may be hampered by limited intellectual ability or he may be the victim of social, emotional, physical or cultural deprivation.

You, his classroom teacher, may be the difference between his success and happiness in the school environment, or his failure and sadness throughout his academic life.

Consultant _____

Maine Township

Diagnostic and Remedial Learning Centers

Title III ESEA

Thomas V. Telder
Director

33 South Prospect Avenue
Park Ridge, Illinois 60068
Telephone: 692-4222

DIAGNOSTIC RESULTS

Student's Name: _____

Date: _____

Examiner: _____

I. Intelligence Testing:

Name of Test	Date Given	Results
_____	_____	Verbal _____ Non-Verbal _____ Full _____
_____	_____	I.Q. _____

II. Learning Abilities Testing:

Area of Testing	Name of Test	Date Given	Results (subtests)
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	

III. Reading Testing:

Name of Test	Date Given	Results (include subtests)
_____	_____	
_____	_____	
_____	_____	

IV. Other pertinent Test Data: (Sight, Hearing, Personality, etc.)

Area of Testing	Name of Test	Date Given	Results
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	

Maine Township
Diagnostic and Remedial Learning Centers

Title III ESEA

Thomas V. Telder
Director

33 South Prospect Avenue
Park Ridge, Illinois 60068
Telephone: 692-4222

CUMULATIVE RECORD INFORMATION

Name: _____ Birth Date: _____
Address: _____ School: _____
City: _____ District: _____
Telephone: _____ Grade: _____
Parents: _____ Date Referred: _____
Siblings: male female Referred by: _____
Age: _____

Father's place of business: _____ Mother's place of business: _____

Business Phone: _____ Business Phone: _____

I. Academic History

Date transferred to District: _____
Place of transfer: _____
Has child been retained? yes____ no____ When? _____
Has child been assigned? yes____ no____ When? _____
Teacher's evaluations and comments (indicate grade level):

Specific academic weaknesses previously noted (check following if
it applies to this student)

_____ learning problems evident from early grades
_____ history of behavior problems
_____ history of reading difficulty
_____ continuous low achievement

Additional comments on child's progress in school:

II. Medical History

Sight: Does child wear glasses? yes____ no____

Problems evident in acuity? yes____ no____

Is preferential seating recommended? yes____ no____

Hearing: Problems evident in acuity? yes____ no____

Other problems noted in cumulative folder that would affect child's
performance in the classroom?

III. Previous Special Services:

	Dates rendered	Comments
_____ speech	_____	
_____ social worker	_____	
_____ reading teacher	_____	
_____ outside tutoring	_____	
_____ summer school	_____	
_____ psychological evaluation	_____	

Any other services given child which would affect school progress:

IV. Test Data**A. Intelligence Tests:**

	<u>Score</u>	<u>Date</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

B. Individual Intelligence Tests:

Performance Scale: Verbal _____ Full Scale _____

C. Achievement Tests

Name of Test	Date Given	Results (List pertinent subtests)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

CHARACTERISTIC BEHAVIORAL SYMPTOMS

A. The child may evidence disturbances in perceptual motor functioning:

1. He may show reversals in reading and/or writing.
2. He may show difficulties in left to right orientation.
3. He may show difficulty in eye-hand coordination.
4. He may have figure-ground problems - selecting out a particular word from a page (for example), or separating foreground from background.
5. He may have problems with form constancy -- where he can recognize "a" in printing, but not in script, or "a" in a book, but not on the blackboard.
6. He may show difficulty in form discrimination -- being unable to tell a circle from a square, or an "a" from an "e".
7. If the child has problems with the rotation of forms -- we would see much frustration with trying to differentiate "b" and "d", "s" and "z", "p" and "q".
8. He may have a very poor sense of spatial relations -- poor judgment of distance and size of things in space.
9. He may be a very poor reader, but good in other subjects.

B. The child may have difficulty in concept formation:

1. His ability to think things out, to reason, may be diminished.
2. He has no basic comprehension of what he reads. He is unable to summarize or give you the main theme of what he has read, even though he can read it.
3. He cannot follow directions.
4. Demonstrates an inability to generalize, that affects his dealing with new situations.

5. Would show problems in grasping knowledge of quantities, months of the year, putting the same kinds of things together, how things may be alike, etc.

C. He may show language difficulty:

1. Developmentally his speech may be at a more immature level than would be expected of a child of his chronological age.
2. His general language development may show a developmental lag.
3. May evidence a particular difficulty expressing himself -- finding the right word, fluency of speech.
4. His auditory discrimination may be poor, therefore his ability to discriminate what is being said to him.

D. There may be problems in behavior:

1. He may evidence a great deal of hyperactivity -- moving about constantly, or even when seated, constantly in motion.
2. He may be a discipline problem in the classroom. His lack of impulse control may lead him into a great deal of difficulty because he does not have the inhibiting mechanism that other children have, and acts upon most impulses immediately. He cannot resist touching objects or people. If angered, may strike out without "thinking". This lack of impulse control would also evidence itself in situations where a delayed response is necessary and this child cannot restrain himself and acts or speaks out of turn.
3. He may overreact to emotional stimulation and show catastrophic reactions to the most minor situations.
4. He may seem to be unable to focus on what is being taught, but is paying attention to many things at once, giving nothing his full attention.
5. He shows a short attention span.

6. He is highly distractible and very small things will pull his attention away from what he is supposed to be doing.
7. His efficiency and command of skills varies from day to day -- yesterday he knew his multiplication tables perfectly, but today can't remember a thing.
8. His lack of success in the past often creates problems before a task is begun; he is frustrated and angry, and may show very poor school attitudes.

SUGGESTED BOOK LIST FOR PARENTS OF CHILDREN
WITH LEARNING DIFFICULTIES

- A Parents' Guide to Learning Problems - Margaret Golick
Quebec Assoc. for Children with Learning Difficulties
P.O. Box 22, Cote St. Luc Postal Station
Montreal 29, Canada - \$.50
- On Being a Parent of a Handicapped Child - Benjamin Spock, M.D.
National Society for Crippled Children
2023 W. Ogden Ave., Chicago, Ill. 60612 - .25
- The Other Child - Richard Lewis
Grune & Stratton, New York, New York - 4.25
- The Brain Injured Child (Perceptually Handicapped) -
Richard Lewis
National Society for Crippled Children
2023 W. Ogden Ave., Chicago, Ill. 60612 - .25
- The Brain Injured Child in the Classroom - Newell C. Kephart
National Easter Seal Society
2023 W. Ogden Ave., Chicago, Ill. 60612
- Helping the Brain Injured Child - Ernest Siegel
New York Assoc. for Brain Injured Children
305 Broadway, New York, New York 10007 - 5.00
- The "Brain Injured" Adolescent - Sol Gordon
New York Association for Brain Injured Children
305 Broadway, New York, New York 10007 - .25
- The Adolescent MBD (Minimal Brain Disfunction)
Adolescent Clinic Staff, University of Arkansas
Medical Center
(Reprint available from FUND, Box 656, Evanston, Ill. 60204)
- .05
- The Shadow Children - Careth Ellingson
Topaz Books
5 N. Wabash Ave., Chicago, Ill. 60602 - 6.50
- Between Parent & Child - Dr. H. Ginott
Macmillan Co. - 4.95
- How to Raise Children at Home in Your Spare Time -
Dr. Marvin J. Gersh
Stein & Day

**Suggested Book List for Parents of
Children With Learning Difficulties -**

Page 2

**The Brain Injured Child - Gardner
New York Assoc. for Brain Injured Children
305 Broadway, New York, New York 10007**

**Understanding Those Feelings
Stanwix House, Pittsburgh, Pa.**

**The Brain Injured Child in Home, School & Community -
W. M. Cruickshank
Syracuse University Press**

**One Little Boy - Dorothy Baruch
Paperback - Marshall Field & Co. - \$1.85**

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DIAGNOSTIC PROCESSES

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33 South Prospect Avenue
Park Ridge, Illinois

INSTRUCTIONS: Read each statement once. Check whether you agree (A) or disagree (B) with each statement. Take about four minutes for this. Then in small groups try to agree or disagree unanimously with each statement as a group. Try especially to discover reasons for disagreement. If your group cannot reach agreement or disagreement, you may change the wording in any statement enough to promote unanimity.

KEY: "A" if you agree "B" if you disagree

-
- () 1. In order to help all students achieve their potential teachers should individualize instruction.
 - () 2. Any group method that might not be beneficial for each student's learning should be avoided.
 - () 3. Students will need to learn to read at a reasonable level in order to satisfactorily learn subject matter material.
 - () 4. It is a teacher's responsibility to teach students to read in all subject matter areas.
 - () 5. Tenure is an antiquated practise.
 - () 6. No student should ever fail a subject.
 - () 7. Grades are a necessary feature of the academic process.
 - () 8. The same standards for grades should hold true for every student in the class.
 - () 9. Teachers should have non-academic experience in their area before they teach it.
 - () 10. Schools should focus on the student rather than the community.

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Park Ridge, Illinois

AGREE-DISAGREE STATEMENTS ON GROUPS

INSTRUCTIONS: Read each statement once. Check whether you agree (A) or disagree (B) with each statement. Take about four minutes for this. Then in small groups try to agree or disagree unanimously with each statement as a group. Try especially to discover reasons for disagreement. If your group cannot reach agreement or disagreement, you may change the wording in any statement enough to promote unanimity.

KEY: "A" if you agree "B" if you disagree

- () 1. A primary concern of all group members should be to establish an atmosphere where all feel free to express their opinions.
- () 2. In a group with a strong leader an individual is able to achieve greater personal security than in a leaderless group.
- () 3. There are often occasions when an individual who is part of a working group should do what he thinks is right regardless of what the group has decided to do.
- () 4. Members should be required to attend meetings for setting group goals and discussing group problems.
- () 5. Generally there comes a time when democratic group methods must be abandoned in order to solve practical problems.
- () 6. In the long run it is more important to use democratic methods than to achieve specific results by other means.
- () 7. Sometimes it is necessary to change people in the direction you yourself think is right, even when they object.
- () 8. It is sometimes necessary to ignore the feelings of others in order to reach a group decision.
- () 9. When the leader is doing his best one should not openly criticize or find fault with his conduct.
- () 10. There would be more attentiveness in meetings if the leader would get quickly to the point and say what he wants the group to do.

This form is designed to help you think about your behavior. First, read over the scales and on each one, circle the number on the scale that best describes you as you usually act. Second, go over the scales again, and mark with an underline the number on the scale that you ideally would like to be.

Place the number beneath the person's name which you feel best describes the person

1. Ability to listen to others in an understanding way

1	2	3	4	5
Inattentive Unreceptive				Observant Sensitive Listening
1	2	3	4	5
Ability to influence others				
1	2	3	4	5
Little influence				Much influence
1	2	3	4	5
Likely to trust others				
1	2	3	4	5
1	2	3	4	5

- ## 2. Ability to influence others

- ### 3. Likely to trust others

	Callaghan	Costanza	Dervin	Graham	Hayward	Jacobsen	Newman	Telder
4. Willingness to discuss feelings (emotions)								
1	2	3	4	5				
Reverent				Very free				
1	2	3	4	5				
5. Tendency to seek close personal relationships with others								
1	2	3	4	5				
No interest in others				Value intimacy				
1	2	3	4	5				
6. Reaction to critical comments about own behavior								
1	2	3	4	5				
Resent: defensive				Genuinely wants criticism				
1	2	3	4	5				
7. Awareness of the feelings of others								
1	2	3	4	5				
Unaware				Sensitive				
Uninterested in their feelings				emphatic response				
1	2	3	4	5				

3.

8. Degree of insight into the why of behavior--own and others					Callaghan	Costanza	Dervin	Graham	Hayward	Jacobsen	Newman	Telder
1	2	3	4	5								
No insight into behavior												
1	2	3	4	5								
Reaction to conflict and antagonism in the group												
1	2	3	4	5								
Avoid it, quickly harmonize shrink from it												
1	2	3	4	5								
Use it constructively creatively												
Reaction to expressions of affection and warmth in the group												
1	2	3	4	5								
Embarrassed Avoids or rejects												
1	2	3	4	5								
Accepts												
Willingness to be influenced by others												
1	2	3	4	5								
Is not influenced												
1	2	3	4	5								
Is influenced												
1	2	3	4	5								

4.

12. Threatening and forceful in working with others					Callaghan	Costanza	Dervin	Graham	Hayward	Jacobsen	Newman	Telder
1	2	3	4	5								
Must always be right or in charge												
1	2	3	4	5								
13. Passive and unstimulating in working with others												
1	2	3	4	5								
Lets others take the lead whenever possible												
1	2	3	4	5								
14. Articulation with others												
1	2	3	4	5								
Talks too much or too little												
1	2	3	4	5								
15. Relevancy of topic												
1	2	3	4	5								
Inappropriate												
1	2	3	4	5								
Highly relevant												
1	2	3	4	5								

5.

16. Self expression

1	2	3	4	5
Vague, unclear communication				
Clear, precise communication				

1	2	3	4	5
---	---	---	---	---

17. Approach to work

1	2	3	4	5
Works very little				
Hard worker				

1	2	3	4	5
---	---	---	---	---

Callaghan	Costanza	Dervin	Graham	Hayward	Jacobsen	Newman	Telder

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DETROIT TESTS OF LEARNING APTITUDES

1. PICTORIAL ABSURDITIES - designed to test reasoning or comprehension and visual attention.
Subject shown pictures in which there is some absurdity, asked to indicate absurdity.
2. *VERBAL ABSURDITIES - designed to test reasoning or comprehension and verbal ability.
Examiner reads series of absurd statements, subject asked to indicate absurdity.
3. PICTORIAL OPPOSITES - designed to test visual attention.
Subject shown a series of drawings, each set showing some pictures which are merely different from sample, and one which is opposite; task is to indicate which is opposite.
4. *VERBAL OPPOSITES - designed to test verbal ability.
Subject presented with a word, asked to give a word opposite in meaning.
5. MOTOR SPEED AND PRECISION - designed to test speed and precision of motor skills.
Subject given a sheet containing circles graduated in size, asked to place an "X" in as many circles as possible in a given period of time. Examiner has opportunity to observe child's ability to organize his work and manipulate a pencil.
6. *AUDITORY ATTENTION SPAN, unrelated words - designed to test auditory attention span, or auditory memory.
Subject asked to listen to series of one syllable words, and repeat as many as possible subsequently
7. ORAL COMMISSIONS - designed to test auditory attention, number ability, and motor ability.
Subject is given a series of oral commissions, the units increasing in number from one to four.
8. *SOCIAL ADJUSTMENT A - designed to test reasoning and comprehension.
Subject is asked a number of questions about social situations.

9. -VISUAL ATTENTION SPAN FOR OBJECTS - designed to test visual attention span, or visual memory.
Subject is shown card containing pictures of common objects increasing in number from one to eight. Card is removed and subject asked to name as many of the objects as remembered.
10. *ORIENTATION - designed to test reasoning and comprehension, and time and space relationships.
Subject is asked forty-two questions involving time and space relationships.
11. FREE ASSOCIATION - designed to test verbal fluency.
Subject asked to say as many words as possible in a given period of time.
12. *MEMORY FOR DESIGNS - designed to test visual attention (memory) and motor ability.
Subject asked to copy figures, later to add a line to a figure to make it look like one previously seen, and finally to reproduce a figure from memory.
13. *AUDITORY ATTENTION SPAN, related words - designed to test auditory memory.
Subject listens to sentences ranging in length from six syllables to twenty-seven syllables, and subsequently reproduce these sentences.
14. NUMBER ABILITY - a set of 12 questions of directions designed to test number concepts. Rote memory, listening skills, math skills are all evaluated here.
15. SOCIAL ADJUSTMENT B - designed to test reasoning and comprehension.
Subject asked a series of questions about civic affairs and objects in common use.
16. *VISUAL ATTENTION SPAN, LETTERS - designed to test visual memory.
Subject shown cards with series of letters, asked to repeat them from memory.
17. DISARRANGED PICTURES - designed to test reasoning and comprehension, time and space relationships, and visual attention.
Subject given series of pictures, each picture broken into parts to be put in proper order by subject.

18. **ORAL DIRECTIONS** - designed to test auditory attention, visual attention, and motor ability.

Subject given various oral commissions to perform.

19. **LIKENESSES AND DIFFERENCES** - designed to test verbal ability, reasoning and comprehension.

Subject presented orally with thirty two pairs of terms, each pair denoting objects, qualities or ideas having some essential characteristic in common, and some essential point of difference. Subject asked to indicate a likeness and difference for each pair.

The Detroit Manual suggests that a minimum of at least nine tests should be given in order to obtain a complete diagnosis.

Tests recommended to be **OMITTED** at various Mental Age levels are:

3 to 6 years: 2 Verbal Absurdities
 4 Verbal Opposites
 16 Visual Attention Span (Letters)
 17 Disarranged Pictures
 18 Oral Directions
 19 Likenesses and Differences

9 to 12 years: 1 Pictorial Absurdities
 3 Pictorial Opposites
 7 Oral Commissions
 14 Number Ability

14 and older: 1 Pictorial Absurdities
 3 Pictorial Opposites
 7 Oral Commissions
 8 Social Adjustment - A
 10 Orientation
 14 Number Ability

- * Subtests found to be most useful in detecting learning problems
- Subtests not found to discriminate learning problem children from "normal" children

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DIAGNOSIS OF LEARNING PROCESS

VISUAL LEARNING

1. Discrimination
2. Recall
3. Sequencing
4. Motor

AUDITORY LEARNING

1. Discrimination
2. Recall
3. Sequencing

Auditory - Visual Association

Symbolic Concept Formation

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FEELINGS

Your task is to look for any signs of feeling in the group-- particularly those which are not being talked about in the group. Since people are not likely to talk about their feelings, you may have to make guesses based on:

- tone of voice
- facial expression
- gestures

Jot down below any signs of feeling you observe (anger or irritation, frustration, warmth, boredom, defensiveness, competitiveness).

<u>Person</u>	<u>Estimated Feeling</u>	<u>Behavior Which Indicated This Feeling</u>
---------------	------------------------------	--

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GROUP INTERACTION PREDICTIONS

1. PARTICIPATION In future meetings of this group, there are likely to be differences among members as to how much they verbally participate.

Who do you predict will be
the high participators?

Who do you predict will be
the low participators?

2. INFLUENCE Influence and participation are not the same. Some people may talk a lot, yet not be listened to by others (high participation, low influence); some may speak only a little, yet others listen to them or follow their lead (low participation, high influence).

Who do you predict will be
the high influence members
(members to whom others
listen or whom they follow)?

Who do you predict will be
the low influence members
(not listened to or followed
by others)?

3. ATMOSPHERE People differ in the kind of atmosphere they prefer in a group. Some prefer a friendly, congenial atmosphere; others prefer conflict, disagreement; still others prefer calm, rational, non-emotional settings.

Who do you predict
will try to create
a friendly and con-
genial atmosphere?

Who do you predict
will try to create
an atmosphere of con-
flict, disagreement?

Who do you predict
will try to keep
things calm and
non-emotional?

4. Any other predictions?

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33 So. Prospect Ave.
Park Ridge, Illinois

=====

LEARNING PROFILE

Name _____

Date _____

Age _____ School _____

Grade _____

Visual

Auditory

Assoc.+ Conceptual

16-0
15-0
14-0
13-0
12-0
11-0
10-0
9-0
8-0
7-0
6-0
5-0
4-0
3-0
2-0

Discrimination

Recall

Sequencing

Motor

Discrimination

Recall

Sequencing

Aud. + Visual

Symbolic

Specific Difficulty

Curriculum Adjustment

Goals

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MEMBERSHIP

1. Sub-groups. Look for patterns in which certain individuals tend to consistently agree or disagree with certain other members.

List the members who tend to consistently agree with and support one another.

List the members who tend to consistently disagree with and oppose one another.

--

-
2. See if certain people seem to be "outside" the group.

Who are the people who seem most "in"?

Who are the people who seem most "out"?

How are the "outs" treated?

-
3. If some people move in and out of the group, try to determine under what conditions they come in, and under what conditions they move out.

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PSYCHO-EDUCATIONAL DIAGNOSIS

Introduction:

A child's learning should not be left to broad curriculums planned for everyone. In this context a child's learning is left to chance factors. Children's learning should not be left to chance, but should be carefully planned according to their strengths and weaknesses.

In using this model of learning, when we discover the child's weaknesses and strengths we attempt to strengthen the weak areas with remediation and appropriate curriculum modification. However, we do not dwell on the child's weaknesses exclusively, as this would lead to a tremendous amount of frustration on his part. We encourage the child to compensate for his learning difficulties by relying heavily on his strengths. For example, if a child is having difficulty with visual learning we encourage him to learn auditorily. We may allow him the use of a tape recorder and permission to take oral tests instead of the usual written ones.

I. Visual Learning

Even with 20/20 vision, some children are not alert visually. Some children may have difficulty discriminating finer details; such as, shapes, sizes and difficulty in seeing things in the third dimension.

A. Discrimination Difficulties

1. When a child cannot recognize familiar objects, letters and words.
2. When a child cannot recognize missing parts, or match and identify like objects.
3. When a child has difficulty with left-right orientation.
4. When a child has difficulty recognizing differences in letter configurations.

5. When a child has difficulty noting the internal details of words. (leg & bag)
6. Children with a slow rate of perceptual ability.
7. Children who show reversal tendencies or inversion tendencies. (EJ) (E W M)
8. Children with poor ability to locate specific details.
9. When a child has difficulty recognizing known words when placed in different sizes, color or contexts.
10. When a child gives poor descriptions of whole pictures and can only identify objects by labels or parts.

B. Visual Memory Difficulties

1. When a child cannot remember letters, words, objects that he has been able to recognize.
2. When a child can copy but cannot write spontaneously because he cannot remember how the letters looked.
3. When a child has difficulty arranging and duplicating letters in a specific sequence.
4. When a child cannot remember simple things; eg. color of his hair, color of his house, etc.
5. When a child is inconsistent in recognizing known words from day to day.
6. Children with visual memory problems will often compensate by strengthening their auditory memory.

C. Visual Sequencing Difficulties

1. When a child cannot visualize familiar objects in a meaningful arrangement; such as, a picture puzzle of a human figure.
2. When a child cannot work in the third dimension or with various sizes and special directions.

3. When a child cannot plan letters in the proper sequence to make words.
4. When a child shows much difficulty with organization.
5. When a child persistently uses his finger to guide his eyes.
6. When a child has poor knowledge of first-last, front-behind.
7. When a child has difficulty finding the proper sequence of words in a sentence, or parts of a story.

D. Visual Motor Difficulties

1. When a child shows difficulty with coordination of fine hand movements or eye motor movements.
2. When a child has difficulty catching a ball, buttoning clothes, and using scissors correctly.
3. When a child has difficulty skipping, running, jumping.
4. When a child has difficulty tracing, drawing lines or circles.
5. When a child cannot form letters properly in printing or writing.
6. When a child is awkward in holding a pencil or crayon.
7. When a child moves his head rather than his eyes in reading.
8. When a child does not appreciate the difference between the right and left sides of his body.

II. Auditory Learning

A. Discrimination Difficulties

1. When a child cannot hear all sounds. For example, some children have difficulty hearing sounds at the high or low ends of the frequency range. High end sound loss results in difficulties in hearing "th" sounds.
2. When a child has difficulty localizing or following sounds as they move.
3. When a child uses gestures and pantomimes much.
4. When a child reacts to extraneous noise.
5. When a child has difficulty differentiating between various sounds.

B. Auditory Memory Difficulties

1. When a child has difficulty remembering sounds that he can discriminate.
2. When children understand and recognize words visually but cannot retrieve them from memory by sound for spontaneous usage.
3. When a child has difficulty learning to say words with appropriate lip and tongue movements.

C. Auditory Sequencing Difficulties


1. When a child cannot retain a certain sequence of sound. These children have difficulty coping with an arbitrary arrangement of things heard; such as, the various sounds of the word.
2. Auditory sequencing is very critical for language development. Children who have this difficulty can often use single words or short phrases, but are unable to plan and organize words for the expression of ideas in complete sentences. They omit or distort the order of words and use incorrect verb tenses.

III. Auditory-Visual Association Difficulties

1. Children with these problems have difficulty associating the proper sounds with the visual object. Some children can handle tasks only if they are exclusively visual or auditory. They have much difficulty integrating the sensory information that comes to them through the separate senses.
2. These children have difficulty discriminating beginning points and ending points of words or groups of letters by sounds.
3. Many children with this difficulty will substitute words when they read or combine two words into one.

IV. Symbolic Concept Formation Difficulties

1. Understanding ideas in terms of numbers, time, space can be very difficult for some children. Many children are unable to categorize or to see relationships between ideas and things. It is difficult to understand the concept furniture if it is not possible to see how a table and a chair have properties in common. Children with conceptual problems may be able to perceive auditorily or visually with little difficulty. These are the children who can read words beautifully, but not understand them. For these children, arranging ideas in logical sequence to tell a story or to express themselves is a difficult task.
2. Children with these difficulties do not understand qualities of feelings, e.g. hard-soft.
3. The children have difficulty understanding future, past or present. These children can understand only one idea at a time.
4. These children run into difficulty when trying to associate one idea with another. Many times they cannot understand the connection.

- 
5. These children have difficulty understanding likenesses or differences in words and ideas.
 6. These children do not understand rules to games and seem not to recognize possible hazards.
 7. Many children with this difficulty show hyperactivity of thought and their mind seems to shift rapidly from one idea to another.
 8. Often these children do not understand social situations.
 9. These children can be easily overloaded by too much stimulation, which results in a catastrophic reaction.

PUPIL BEHAVIOR RATING SCALE

Name _____ No. _____
 Sex _____ Date _____
 School _____ Grade _____
 Teacher _____

I. AUDITORY COMPREHENSION AND LISTENING

Ability to follow oral directions

1	2	3	4	5
always confused; cannot or is un- able to follow directions	usually follows simple oral di- rections but often needs indi- vidual help	follows directions that are familiar &/or not complex	remembers and follows extended directions	unusually skillful in remembering and following direc- tions

Comprehension of class discussions

always inattentive &/or unable to follow and under- stand discussions	listens but rare- ly comprehends well; mind often wanders from dis- cussion	listens and fol- lows discussions according to age and grade	understands well and benefits from discussions	becomes involved and shows unusual understanding of material discussed
--	---	---	--	---

Ability to retain information that he hears

almost total lack of recall; poor memory	retains simple ideas and proce- dures if repeated often	average retention of materials; adequate memory for age and grade	remembers proce- dures and in- formation from various sources; good immediate and delayed recall	superior memory for both details and content
--	--	--	---	--

AUDITORY COMPREHENSION AND LISTENING (cont'd.)

Comprehension of word meanings

1	2	3	4	5
extremely immature level of understanding	fails to grasp simple word meanings; misunderstands words at grade level	good grasp of grade level vocabulary for age and grade	understands all grade level vocabulary as well as higher level word meanings	superior understanding of vocabulary; understands many abstract words

Name _____ No. _____
 Sex _____ Date _____
 School _____ Grade _____
 Teacher _____

II. SPOKEN LANGUAGE

Ability to speak in complete sentences using accurate sentence structure

	1	2	3	4	5
	always uses in- complete sentences with grammatical errors	frequently uses incomplete sen- tences &/or num- erous grammatical errors	uses correct gram- mar; few errors of omission or incor- rect use of prepositions, verb tense, pronouns	above average oral language; rarely makes grammatical errors	always speaks in grammatically correct sentences

Vocabulary ability

always uses im- mature or improper vocabulary	limited vocabu- lary including primarily simple nouns; few pre- cise, descriptive words	adequate vocabu- lary for age and grade	above average vo- cabulary; uses numerous precise, descriptive words	high level vocabu- lary; always uses precise words to convey message; uses abstraction
---	--	---	---	--

Ability to recall words

unable to call forth the exact word	often gropes for words to express himself	occasionally searches for cor- rect word but adequate for age and grade	above average ability; rarely hesitates on a word	always speaks well; never hesitates or substitutes words
---	---	---	--	--

SPOKEN LANGUAGE (cont'd.)

Ability to tell stories and relate experiences

1	2	3	4	5
unable to tell a comprehensible story	has difficulty relating ideas in logical sequence	average ability to tell stories	above average; uses logical sequence	exceptional ability to relate ideas in a logical meaningful manner

Ability to formulate ideas from isolated facts

unable to relate isolated facts	has difficulty relating isolated facts; ideas are incomplete and scattered	usually relates facts into meaningful ideas; adequate for age and grade	relates facts and ideas well	outstanding ability in relating facts appropriately
---------------------------------	--	---	------------------------------	---

Name _____ No. _____
 Sex _____ Date _____
 School _____ Grade _____
 Teacher _____

III. ORIENTATION

Promptness

1	2	3	4	5
lacks grasp of the meaning of time; always late or confused	poor time concept; tends to dawdle; often late	average understanding of time for age and grade	prompt; late only with good reason	very skillful at handling scheduled-ules; plans and organizes well

Spatial orientation

always confused; unable to navigate around classroom or school, playground or neighborhood	frequently gets lost in relatively familiar surroundings	can maneuver in familiar locations; average for age and grade	above average ability; rarely lost or confused	never lost; adapts to new locations, situations, places
--	--	---	--	---

Judgment of relationships: big, little; far, close; light, heavy

judgments of relationships very inadequate	makes elementary judgments successfully	average ability in relation to age and grade	accurate judgments but does not generalize to new situations	unusually precise judgments; generalizes them to new situations and experiences
--	---	--	--	---

ORIENTATION (cont'd.)

Learning directions

1	2	3	4	5
highly confused; unable to dis- tinguish direc- tions as right, left, North and South	sometimes exhibits directional con- fusion	average; uses R vs L, N-S-E-W	good sense of direction; seldom confused	excellent sense of direction

Name _____ No. _____
 Sex _____ Date _____
 School _____ Grade _____
 Teacher _____

IV. BEHAVIOR

Cooperation

1	2	3	4	5
continually disrupts classroom; unable to inhibit responses	frequently demands the "spot light"; often speaks out of turn	waits his turn; average for age and grade	cooperates well; above average	cooperates without adult encouragement

Attention

is never attentive; very distractible	rarely listens; attention frequently wanders	attends adequately for age and grade	above average; almost always attends	always attends to important aspects; long attention span
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Ability to organize

is highly disorganized; very slovenly	often disorganized in manner of working; inexact, careless	maintains average organization of work; careful	above average ability to organize and complete work; consistent	always completes assignments in a highly organized and meticulous manner
---------------------------------------	--	---	---	--

Ability to cope with new situations; parties, trips, unanticipated changes in routine

1	2	3	4	5
becomes extremely excitable; totally lacking in self- control	often over-reacts; new situations are disturbing	adapts adequately for age and grade	adapts easily and quickly with self-confidence	excellent adap- tation, utilizing initiative and independence

Social acceptance

avoided by others	tolerated by others	liked by others; average for age and grade	well liked by others	sought by others
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Acceptance of responsibility

rejects responsi- bility; never initiates activities	avoids responsi- bility; limited acceptance of role for age	accepts responsi- bility; adequate for age and grade	enjoys responsi- bility; above average; fre- quently takes initiative or volunteers	seeks responsi- bility; almost always takes initiative with enthusiasm
---	--	--	--	--

Completion of assignments

never finishes even with guidance	seldom finishes even with guidance	average ability to follow through on assignments	above average ability to com- plete assignments	always completes assignments without super- vision
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BEHAVIOR (cont'd.)

Tactfulness

	1	2	3	4	5
always rude		usually dis- regards other's feelings	average tactful- ness; occasionally socially inappropriate	above average tactfulness; rarely socially inappropriate	always tactful; never socially inappropriate

Name _____ No. _____
 Sex _____ Date _____
 School _____ Grade _____
 Teacher _____

V. MOTOR

General Coordination: running, climbing, hopping, walking

	1	2	3	4	5
very poorly coordinated; clumsy		below average coordination; awkward	average coordination for age; not outstanding but graceful	above average coordination; does well in these activities	exceptional ability; excels in this area

Balance

very poor balance	below average; fails frequently	average balance for age; not outstanding but adequate equilibrium	above average; does well in activities requiring balance	exceptional ability; excels in balancing
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Ability to manipulate utensils and equipment; manual dexterity

very poor in manual manipulation	awkward in manual dexterity	adequate dexterity for age; manipulates well	above average manual dexterity	almost perfect performance; readily manipulates new equipment
----------------------------------	-----------------------------	--	--------------------------------	---

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SELF-DESCRIPTION AND PREDICTION

Based on your first impressions of the people in your group and on your own experience with yourself in previous groups, make some predictions as to how you think you will behave.

Select the person who, at first glance, you feel will act most differently from you. In the space below, list words or phrases which describe your predictions as to how he will behave.

In the space below, list words or phrases which describe your predictions as to how you will behave.

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SELF-LEARNING GOALS

In this column, describe the changes you would like to create or the behavior you would like to experiment with.

For each area of desired change or experimentation, list the person or persons in the groups who come closest to the desired characteristic.

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STATEMENTS ON EDUCATION

Instructions: Read each statement once. Check whether you agree (A) or disagree (B) with each statement

- () 1. Have published tests tended to influence the content and emphasis of the curriculum or the plans and activities of teachers in any undesirable direction or to any undesirable extent?
- () 2. Have standardized measuring instruments led users to place greater reliance upon the results they yield than their quality and capacity justifies?
- () 3. Have the existence and the availability of published devices discouraged educators from investigating ways of developing or improving their own techniques of evaluation?
- () 4. Have test publishers or their representatives wielded undesirable amounts and kinds of influence on educational practices, or allowed their own concerns to take precedence over legitimate educational needs?
- () 5. Have tests and examinations tended to encourage undesirable forms of competition or comparison among students, teachers, schools and communities?
- () 6. Has the use of standardized tests brought undue pressures for conformity and uniformity?

MAINE TOWNSHIP
DIAGNOSTIC LEARNING CENTER
33 S Prospect Avenue
Park Ridge, Illinois

STUDENT LEARNING SELF-ANALYSIS
INTERMEDIATE

Developed by: Don Olson, Ph. D. Mary Kay Newman
Victor Costanza Anne Finger
Judy Graham.

INTRODUCTION

The student learning self-analysis is designed to fill a critical void in our analysis of children with learning problems. Our tendency has been to depend solely on test scores and this has resulted in a frequently incorrect quantity score of the child's school performance. The quality aspects of the performance of the youngster in learning situations has been omitted and this experimental scale hopes to fill that void.

The scale is to be used by the Special Services Personnel of the school system. It is expected that they will have available to them achievement test scores which can be more completely understood upon completion of the student learning self-analysis.

The scale is to be administered orally to the student by the Special Services teacher or diagnostician. Answers given to the eleven major areas by the student are felt to be critical to learning processes; learning background, speed, time, organization and orientation, accuracy, attention and following directions, reading, spelling, mathematics, written language, and writing abilities.

The student who has failed in school rapidly eliminates himself from the learning process. The scale attempts to involve the child actively in the learning process and place the responsibility for change and growth in learning back to the student. In this way, the scale can contribute to rebuilding success and feelings of worth in the youngster for his learning attempts.

It is assumed that the scale will be used by a well-trained and qualified special service individual. Further, it is felt that after the information has been gathered the best means of using the information will be in discussion with the classroom teacher, thereby putting information into proper reference to the child's functional performance in school and classroom and, in addition, giving more information and meaning to the test scores the child has obtained in achievement and other testing.

DIRECTIONS

Initially, the purpose of the scale should be explained to the student in as simple a manner as possible. He should be informed that the questions are meant to help him and you determine ways in which he learns. The scale can have both a therapeutic and diagnostic value if at the conclusion, the youngster's responses are summarized for him. Space is provided on the side of each question to mark the most pertinent areas for discussion or further investigation.

STUDENT LEARNING SELF-ANALYSIS

Experimental Form

Intermediate Level

BACKGROUND

Date of Analysis _____

What is your reason for being here? _____

What do your teachers think of your school work? _____

What do your parents think of your school work? _____

How do you feel about it? _____

What things do you like to do in school? _____

If you had three wishes, what would they be? _____

SPEED

In what subject can you finish your homework the fastest? _____

Why? _____

Do you finish daily assignments? _____

Do you complete weekly assignments? _____

Do you usually finish a written test when it is given to you in class? What type of tests don't you finish? _____

TIME

How many days will it be before next Sunday?

Student Response _____

Correct Response _____

TIME (cont.)

How many weeks before your next vacation?

Student Response _____

Correct Response _____

What time is it now?

Student Response _____

Correct Response _____

Is it the middle, beginning, or the end of the month now?

Student Response _____

Correct Response _____

ORGANIZATION AND ORIENTATION

Do you have your desk set up so that you know where everything is?

Do you misplace or lose your school work?

When you start a project, do you gather all the supplies and materials you will need before you begin?

Do you start your homework yourself or do your parents tell you to do it?

ACCURACY

Do you make many mistakes in games? For example

If you recheck your work, can you find many of your mistakes?

Do you sometimes give your teacher assignments that you know are incomplete or done incorrectly?

ATTENTION AND FOLLOWING DIRECTIONS

Would you rather read directions or hear them given?

Do you listen very carefully when directions are given?

ATTENTION AND FOLLOWING DIRECTIONS (cont.)

When the teacher asks you to do two or three things, can you remember them? _____

Do you ask your teacher to repeat instructions? _____

READING

Are you satisfied with the way you read? Why not? _____

Do you read for pleasure? _____

What kind of stories? _____

How long? _____

After you have read a paragraph or a story, can you easily understand it? _____

Is it hard for you to find and keep your place when reading? _____

Do you get tired when you read? _____

Are you a fast reader? _____

Are you a slow reader? _____

Do you have different speeds of reading? _____

When? _____

If you can only read some of the words, do you still get the meaning of the sentence? _____

Do you prefer to read silently or aloud? _____

If you read silently, do you say the words to yourself? _____

Do you have difficulty learning new words? _____

ACTIVITY -- have child read a paragraph at his present grade level, observe and record his approach to reading.

SPELLING

Are you a good speller? _____

How do you learn a list of spelling words? Do
you write them down? Do you say them over and
over? _____

When you try to spell a word, do you -
Sound it out? _____
Remember how it looks? _____

Do you often leave out a part of the word? _____

Once you have written a word, do you look at it? _____

Does it look right? _____

Do you need more time on spelling tests? _____

MATHEMATICS

Do you know addition and subtraction? _____

Are story problems the most difficult? _____

What area of arithmetic do you like best? _____

What area of arithmetic do you like least? _____

WRITTEN LANGUAGE

Do you like to write stories and reports? _____

Is it easy for you to write down your ideas? _____

Does it take you a long time to write a story? _____

Can you use correct punctuation in your writing? _____

WRITING ABILITIES

Does it take you a long time to write? _____

Do you form your letters poorly? _____

Do you print or write better? _____

How does your writing look? _____

Do you form numerals correctly? _____

Can others read your writing? _____

ACTIVITY - obtain a written sample of the child's writing,
secured by showing him a stimulating picture and re-
questing that he write a story about the picture.

MAINE TOWNSHIP
DIAGNOSTIC LEARNING CENTER
33 S. Prospect Avenue
Park Ridge, Illinois

STUDENT LEARNING SELF ANALYSIS
JUNIOR--SENIOR HIGH FORM

Developed by: Don Olson, Ph.D. Mary Kay Newran
Victor Costanza Anne Finger
Judy Graham

INTRODUCTION

The student learning self-analysis is designed to fill a critical void in our analysis of children with learning problems. Our tendency has been to depend solely on test scores and this has resulted in a frequently incorrect quantity score of the child's school performance. The quality aspects of the performance of the youngster in learning situations has been omitted and this experimental scale hopes to fill that void.

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The student who has failed in school rapidly eliminates himself from the learning process. The scale attempts to involve the child, actively, in the learning process and place the responsibility for change and growth in learning back to the student. In this way, the scale can contribute to rebuilding success and feelings of worth in the youngster for his learning attempts.

It is assumed that the scale will be used by a well trained and qualified special service individual. Further, it is felt that after the information has been gathered the best means of using the information will be in discussion with the classroom teacher, thereby putting information into proper reference to the child's functional performance in school and classroom and, in addition, giving more information and meaning to the test scores the child has obtained in achievement and other testing.

DIRECTIONS

Initially, the purpose of the scale should be explained to the student in as simple a manner as possible. He should be informed that the questions are meant to help him and you determine ways in which he learns. The scale can have both a therapeutic and diagnostic value if at the conclusion, the youngster's responses are summarized for him. Space is provided on the side of each question to mark the most pertinent areas for discussion or further investigation.

STUDENT LEARNING SELF-ANALYSIS

Experimental Form

Junior High - High School Level

BACKGROUND

What is your reason for being here? _____

What do your teachers think of your school work in (subjects)

What do your parents think of your school work? _____

How do you feel about it? _____

Why don't you think you are doing well in school? _____

What kind of school work do you like to do? _____

Why? _____

SPEED

Do you seem to get nervous and make more mistakes
if time is a factor? _____

Do you need more time to finish homework or tests
than the other children? _____

What do you do with the extra time you have in
study hall? _____

Do you finish daily assignments, but "fall behind"
completing long-range projects? _____ Why? _____

SPEED (cont.)

Do you usually finish written tests when they are given to you in class? _____

TIME

When you get an assignment, can you figure out how long it will take you to complete it? _____

Without looking at the clock, tell me what time it is now? _____

Student Response _____

Correct Response _____

Is it the middle, beginning or the end of the month now? _____

Student Response _____

Correct Response _____

ORGANIZATION AND ORIENTATION

Do you write down an assignment as soon as it is given or do you try to remember it? _____

Do you look over the entire assignment and plan ahead for time to work for completion? _____

Do you usually have the proper books and equipment when you come to class? _____ If not, why not? _____

Do you misplace or lose your homework? _____

Do you have your notebook set up so that you know where everything is? _____

Do you start your homework or do your parents tell you what to do? _____

ACCURACY

If you recheck your work, can you find many of the mistakes? _____

Do you ever ask other people to check your work? _____

ACCURACY (cont.)

Do you sometimes give your teacher assignments that you know are incomplete or are not done correctly?

ATTENTION AND FOLLOWING DIRECTIONS

Do you listen very carefully when directions are given?

Would you rather read directions or hear them given?

Does it seem that you have all the directions until you begin to work and then you realize you have forgotten what to do next?

Do you ask your teacher to repeat instructions?

READING

Are you satisfied with the way you read? _____
Why not?

How often do you read a book on your own?
What kind?

Are you a fast reader?

Do you have trouble finding books you like? _____
Why?

When you read silently do your lips move or do you whisper the words?

Do your eyes move back over the same words you have read, in order to make yourself certain of the word you think you've read?

Do you say each word as you read?

READING (Cont.)

Which text books are too hard for you? _____

Which textbooks do you like? _____

Can you accurately tell someone about what you have read? _____

When someone reads to you do you understand the meaning of the selection? _____

Do you recognize beginning, middle, and end sounds in words? (Give example to student and record) _____

Can you take a word apart in syllables and put it together with the correct pronunciation? (Give example to student and record) _____

ACTIVITY - have student read a paragraph at his present grade placement and analyze his approach to reading.

SPELLING

Are you a good speller? In tests? _____
In written work? _____

How do you learn a list of spelling words?
Do you write them down? _____
Do you say them over and over? _____

What kind of errors do you make? _____

Tell me a word you misspell frequently? _____

When you try to spell a word, do you -

sound it out? _____
remember how it looks? _____

Do you sometimes leave out a part of a word? _____

Once you have written a word, can you tell if it is spelled correctly by the way it looks? _____

SPELLING (Cont.)

Could you do well in spelling tests if the teacher gave you a longer period of time? _____

MATHEMATICS

Do you know your tables? _____ Do you know division? _____

Are the story problems the most difficult? _____

Do you understand what math words mean? _____

What areas of arithmetic do you like best? _____

What area of arithmetic do you like least? _____

Do you ever get an answer right but not know why? _____

WRITTEN LANGUAGE

Is it difficult to express your thoughts and feelings in words?

When you write? _____

When you speak? _____

Do you outline a paper before you write it out in paragraph form? _____

Is your punctuation correct in your writing? _____

Do you write as fast as you would like to? _____

Does it take a long time to write a composition? _____

When you re-read your compositions or someone else reads them, can you tell which sentences do not "sound right"? _____

Do you like to write your own stories? _____

WRITING ABILITY

Is your handwriting good or bad? Explain: _____

WRITING ABILITY (Cont.)

Do you form your letters poorly? _____

Do you form your numerals correctly? _____

Do you print or write better? _____

Can others read your writing? _____

Can you copy material from the board? _____

ACTIVITY - obtain a sample of written ability secured by showing the student an interesting picture.

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LIST OF TESTS FOR SPECIFIC LEARNING ABILITIES

Visual Learning

Discrimination Tests

- WISC - Picture completion
- * Detroit - Visual attention span for letters
- Slingerland - Visual discrimination #4
- Frostig - Figure ground
Constancy of space
Position in space
- Durrell - Letters
- Ashlock - Tests of Visual Perception
- Winterhaven

Recall Tests

- Slingerland - Visual memory #3
- * Detroit - Visual attention span for objects
- Memory for Designs
- Durrell - Visual Memory
- * Detroit - Designs
- Winterhaven

* Tests found highly significant by Northwestern University.

Sequencing Tests

WISC	- Plock Design
WISC	- Object Assembly
WISC	- Picture Arrangement
Detroit	- Disarranged Pictures
Frostig	- Spatial Relationships
Road Map Test of Directions	

Motor Tests

WISC	- Coding
Frostig	- Visual-motor
Bender-Gestalt	
Slingerland - Visual copying tests #1 & #2	
Lincoln-Oseretsky Motor Development Scale	

Auditory Learning

Discrimination Tests

Audiometer

Durrell - sounds

Wepman

Recall Tests

WISC - Digit Span

*** Detroit - Auditory attention span for related and unrelated words**

WISC - Information

Sequencing Tests

Detroit - Oral Directions

Slingerland - Auditory #6 & #7

Durrell - Oral Reading

Roswell-Chall - Auditory Blending

Auditory & Visual Association

Slingerland - Auditory Test #8
Detroit - Pictorial Absurdities
Durrell - Word Recognition & Analysis
Roswell-Chall - Word Analysis
St. Louis Spelling Tests
Phonovisual Spelling Test

Symbolic Concept Formation

WISC - Similarities
Detroit - Verbal Absurdities
Detroit - Likenesses & Differences
Botel - Word Opposites
Durrell - Listening Comprehension
Detroit - Verbal Opposites
McCall Crabbes

**DIAGNOSTIC LEARNING CENTER
33 South Prospect Avenue
Park Ridge, Illinois**

WEEKLY FEEDBACK

I. Give your rating of these workshop sessions.

10	9	8	7	6	5	4	3	2	1	
Outstanding					Poor					

II. What are the strong points of the sessions?

III. What are the weak points of the sessions?

Wisc:

Explanation of Subtests

Information:

Accumulation of basic facts generally available to children growing up in our society: The questions cover a broad range of materials and sample the child's acquired information. This subtest calls for remote memory, comprehension, associative thinking, and ambition to achieve intellectually (which is a cultural influence).

Comprehension:

The awareness of the child of the appropriateness of social and moral behavior situations: the use of common sense and practical judgment in everyday actions and the ability to verbalize successfully is tested. The mode of approach to problem solving reflects the child's emotional balance and stability. The way in which the child copes with described everyday life situations may indicate a practical, knowledgeable socially mature child or a passive child.

Math Subtest:

Child's ability to reason, mental alertness, manipulation of numbers, concentration, seeing relationships, understanding of patterns, and working under a time limit are all tested.

Similarities:

Child's ability to discriminate likenesses and to classify relationships discerned through his interests. The test calls into operation remote memory, ability to comprehend, capacity for associative thinking, interests and reading patterns of the child, as well as the ability to select and verbalize appropriate relationships between what seems to be dissimilar objects or concepts.

Vocabulary:

Vocabulary has typically been considered a measure of general intelligence. The child's learning ability, information, ideas, language abstract thinking, and thought processes are evaluated. High scores may indicate good family-culture background and also good schooling. Measures child's ability to think in symbolic terms--low score indicates action orientation versus thought orientation.

Picture Completion:

This subtest is designed to test the child's ability to comprehend familiar objects visually and to determine the absence of essential details. High scores may indicate good perception and concentration. Low scores may indicate poor orientation, negativism, overt anxiety, or a visual discrimination problem.

Picture Arrangement: The ability to see what is going on in a picture, the details, and to place the pictures logically in sequence is measured by this subtest. Perception visual comprehension, planning for sequential events, and understanding of part-whole concepts are involved in this subtest.

Block Design: The ability to analyze, and reproduce an abstract 2-dimensional geometrical pattern is considered a test of intelligence. Organization of visually perceived materials in a time test points up perceptual skills and spatial ability in a non-verbal measure. This subtest requires reasoning and is one test that is culture-fair. Work habits, organization, or confusion can be observed in this subtest. The child may show an unusually concrete approach, or a compulsive, perfectionistic response. Speed and accuracy, rapid adoption of trial and error methods, flexibility rather than rigidity and good finger-eye coordination can be examined in this test.

Object Assembly: The subject puts parts of a puzzle into an organized whole in this subtest. Perception, visual-motor coordination, and flexibility in working toward a final goal are requirements for success. Anxiety, agitation, or poor planning ability may show up in this subtest.

Coding: This subtest measures the ability to learn combinations of symbols and shapes or numbers, and then to write them down. Speed and accuracy and ability to absorb new material with visual-motor dexterity are tested. This subtest seems to measure motivation. Coding can be considered a measure of social adaptation, and hence maturity. Concentration, accuracy, and sequencing are necessary for success.

Digit Span: An attempt to measure immediate auditory recall or memory (attention) span: Attention is necessary and anxiety may negate this. There is a tendency for thinking to fragmentize under pressure. Rote memory and immediate recall are measured.

Mazes:

Mazes calls for planning and foresight, attention to instruction, visual-motor coordination and speed and accuracy. Observation of the child's ability to plan in a new situation and to delay impulsive action is evaluated. Orientation to reality may be poor if this subtest is considerably lower than the other tests.

MAINE TOWNSHIP
DIAGNOSTIC & REMEDIAL LEARNING CENTER
33 South Prospect Avenue
Park Ridge, Illinois 60068